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ABSTRACT

Prepared with the aim of strengthening health education in the Washington schools, this working copy of a curriculum guide provides resource information for teachers in grades 7-12. It is sequentially oriented with materials related to students' health needs and interests. Thirteen units of instruction are outlined: alcohol, anatomy and physiology, community health, consumer health, dental health, disease control, drug education, family health, health careers, heredity and environment, mental health, nutrition, and safety education. Individual units present an overview of the topic and a list of desired competencies. Each competency is then described in detail, appropriate concepts listed, and sample learning experiences and resources to develop the concept indicated. This information is presented for both junior high and senior high levels. A list of resources (books, pamphlets, magazine articles, and films) supplements the unit. In addition, the guide defines health instruction, indicates the place and need for health education in the school, and suggests possible use by school districts and individual teachers. A general bibliography for teachers is also included. (BL)

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HEALTH EDUCATION GUIDE

to better health

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WORKING COPY

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HEALTH EDUCATION

TO

BETTER HEALTH

1966

Prepared Under the Supervision
The State Office of Public Instruc
Olympia, Washington

Louis Bruno
State Superintendent of Public Instru

Chester D. Babcock
Assistant Superintendent for Curriculum and

GRADES 7-12

STATE OF WASHINGTON

HEALTH EDUCATION GUIDE TO BETTER HEALTH

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Prepared Under the Supervision of
The State Office of Public Instruction
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State Superintendent of Public Instruction

Chester D. Babcock
Assistant Superintendent for Curriculum and Instruction

FOREWORD

We are coming to recognize increasingly that sound mental and
most important attributes of a people. The promotion of good health is
is also in the national interest.

This guide has been prepared with the hope that it may be inst
health education in our schools. The guide is regarded only as a tentat
a kindergarten-grade 12 program. In a very real sense, it explores unch
a pattern to be followed, but a resource to be used.

We look forward to an early revision of this material--a revis
with it in your classes. Many have contributed to this guide in its pre
cooperation and assistance, I have great confidence we can continue to p
our children and youth.

FOREWORD

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Louis Bruno

ACKNOWLEDGMENT

The development of this Guide is the result of the effo

appreciation goes to Dr. Jess Spielholz, Health Services Divisio

Health, for his support in the preparation of this Guide and for

tion in our schools.

Appreciation is also expressed to the Steering Committe

well-being for all people may be partially achieved through the

Mrs. Virginia Brannan
Miss Josephine Gaines
Dr. Elizabeth Gunn
Miss Nora Hall
Dr. Orvis Harrelson
Mr. Frank Inslee
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Mr. Laurel Kenney
Miss Frances Michie

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Mr.
Miss
Mr.
Miss
Mr.
Mr.

We are indebted to the many administrators and teacher

and to the administrations of the following districts who made i

enthusiastic teachers to assist in developing the basic units.

Bellevue School District
Edmonds School District
Everett School District
Renton School District

Seat
Shor
Spok
Taco

ACKNOWLEDGMENTS

this Guide is the result of the effort and time of many persons. Special
s Spielholz, Health Services Division, Washington State Department of
he preparation of this Guide and for his faith in the value of health educa-

so expressed to the Steering Committee members who hope that the goal of
y be partially achieved through the use of this Guide:

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hie

Dr. Caswell Mills
Mr. Russell Quackenbush
Mr. Spencer Reeves
Miss Edna Roake
Mr. Howard Schaub
Miss Agnes Stewart
Mr. Lou Tice
Mr. Everett Woodward

the many administrators and teachers who contributed to areas of the Guide
f the following districts who made it possible for their creative and
ist in developing the basic units.

District
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strict

Seattle School District
Shoreline School District
Spokane School District
Tacoma School District

The early direction given by personnel in the following districts thr

in Pilot Projects was also invaluable.

- Bremerton School District
- Edmonds School District
- Federal Way School District
- Issaquah School District
- Moses Lake School District
- North Thurston School District
- Olympia School District
- Port Angeles School District
- Pullman Sc
- Richland S
- Shoreline
- Spokane Sc
- Tacoma Sch
- Wenatchee
- Yakima Sch

In addition, guidance given by the Washington Tuberculosis Associatio

Heart Association and the Washington Division of the American Cancer Society co

quality of this Guide.

We also wish to express appreciation to the participants in the Physi

ference, 1966, for their interest and their critical evaluation of the prelimin

And a final word of thanks to the many, many resource persons who, as

evaluated each phase of this Guide as it was developed.

Lucille Trucano
Supervisor, Hea

Chester D. Babc
Assistant Super

on given by personnel in the following districts through their involvement

invaluable.

l District	Pullman School District
District	Richland School District
ool District	Shoreline School District
District	Spokane School District
ol District	Tacoma School District
School District	Wenatchee School District
District	Yakima School District
hool District	

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terest and their critical evaluation of the preliminary copy.

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Lucille Trucano
Supervisor, Health Education

Chester D. Babcock
Assistant Superintendent

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What Is Health?

Health is a state of physical, mental and social well being, It is more than being well; it is having energy and enthusiasm for lif good attitude about oneself and others. It is accepting the fact that works towards the solutions or the modification of these problems. He a quality through which goals and dreams may be achieved.

What Is Health Instruction?

Health instruction then becomes education for living happily a multi-disciplinary approach to bridging the gap between scientific h cation of these discoveries in his daily life. It is one of three asp the other two aspects are healthful school environment and health serv

Health education is more than first aid, anatomy and physiol ilation of health knowledge, attitudes and skills which help the stude remedy health problems. Thus, health instruction copes with the probl lung cancer, venereal disease, self-medication, obesity, and air and w

In addition to acquiring scientifically sound health knowle that this knowledge can change with new scientific findings. Health e critical thinking, for problem-solving and for examining the processe guidelines to assist in evaluating the reliability of health informati tate of physical, mental and social well being, not merely the absence of disease. ell; it is having energy and enthusiasm for life's activities. It is having a self and others. It is accepting the fact that life has problems but that one ions or the modification of these problems. Health is not an end in itself; it is goals and dreams may be achieved.

ion?

ction then becomes education for living happily and effectively. It represents proach to bridging the gap between scientific health discoveries and man's appli- ries in his daily life. It is one of three aspects of a total school health program; re healthful school environment and health services.

ion is more than first aid, anatomy and physiology. It is exposure to and assim- edge, attitudes and skills which help the student and community prevent them or Thus, health instruction copes with the problems of alcoholism, mental illness, isease, self-medication, obesity, and air and water pollution, among others.

acquiring scientifically sound health knowledge, a student learns to appreciate change with new scientific findings. Health education creates opportunities for problem-solving and for examining the processes of decision-making. It provides evaluating the reliability of health information and services.

Health Education gives the student opportunities to develop po attitudes which will lead to continuing interest and learning. These at than the acquisition of facts in a particular unit or course. The stude perceives himself and "health" will determine whether or not he accepts He comes to understand that these attitudes will color how he interprets he evaluates it and whether or not he applies it to change his behavior.

s the student opportunities to develop positive, scientifically-oriented ntinuing interest and learning. These attitudes may be more important n a particular unit or course. The student is helped to see that how he will determine whether or not he accepts or rejects health information. se attitudes will color how he interprets this health information, how not he applies it to change his behavior.

What Are Health Education Programs In The School?

Health Education as interpreted in its broadest sense re part of the school curriculum, at any time of the school day, in a school or in the community, which provides a learning opportunity

There are four approaches to health instruction; howeve priately placed in the school years of each student is essential

1. Integration

   The research paper on PKU in English class, the pre alcoholism in psychology class, the lunchroom visit nutrition unit and a committee field trip to the he grade social studies class may all contribute to th and should be considered as part of a health educat are found in most schools but they may occur, hit a tying them into a total health instruction program.

2. Correlation

   Correlation is most effective in the elementary sch correlates specific health topics with other curric study of community helpers, there is a natural rela

Programs In The School?

as interpreted in its broadest sense refers to any experience, in any lum, at any time of the school day, in a classroom or other area of the , which provides a learning opportunity.

pproaches to health instruction; however, direct health instruction appro- ool years of each student is essential for an educationally sound program.

paper on PKU in English class, the preparation for a student panel on psychology class, the lunchroom visit by the third grade during a it and a committee field trip to the health department by an eighth studies class may all contribute to the health education of students e considered as part of a health education program. Such experiences most schools but they may occur, hit and miss, with no coordination nto a total health instruction program.

is most effective in the elementary school where the classroom teacher pecific health topics with other curriculum areas. For example, in the munity helpers, there is a natural relationship between the teeth, their care and the dentist. In the secondary school a few subjects such as home economics, biological science and chemistry can incorporate such health units as family health, anatomy and physiology, and drugs. These subjects include areas which specifically relate to health and the good teacher will place emphasis on the natural relationships between these areas and health education.

3. Incidental

   Health education experiences will arise in many situations during the day and these are designated as incidental health teaching opportunities. These may or may not be capitalized on; the dispute on the playground, the pushing at the drinking fountain, the gracious act of sharing, the assembly on the importance of the humanities all provide unplanned but on-the-spot opportunities for learning in health. A teacher knowledgeable in health education creates meaningful learning experiences from these happenings.

4. Direct Health Instruction

   Direct health instruction implies a specific class or lesson organized for health instruction. In the elementary school the regular classroom teacher is responsible for health instruction. However, he needs district-wide planning for logical progression and complete coverage of health material. Health materials need to be available to the teacher.

An adequate program on the secondary level, means classes des health instruction and taught by a qualified teacher. Again, is necessary so that teachers can build on previous instructi rials are available.

What Is The Need For Health Education?

Democracy assures the opportunity for individuals to fulfill thei ment and maintenance of good health is, therefore, a basic right of each in the responsibility of the individual for his own health, the health of his his community.

Delbert Oberteuffer discusses the vital ties between health and e wise people have been saying that a definable relationship exists between t tribution of each an absolute necessity to the effective development of the relationship in simple terms: One needs to be educated in order to develop needs abundant health to make full use of one's education.... To claim a br without including quite a bit about one's own physical, emotional, and ment is nonsense...."*

*Oberteuffer, Delbert, "Vital Ties Between Health and Education", NATIONAL (reprint)

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simple terms: One needs to be educated in order to develop fully one's health, and one
health to make full use of one's education.... To claim a broad and liberal education
ing quite a bit about one's own physical, emotional, and mental mechanisms and their care
"*

elbert, "Vital Ties Between Health and Education", NATIONAL EDUCATION JOURNAL, March, 1964

Citizens need to understand and appreciate the results of acc the health sciences. Individuals not only need to be informed of the a they also must be informed sufficiently to enable them to appraise and cation to daily living.

The more aggressive advertising of health products and servic health education so that this advertising can be analyzed with intellig impairment of both health and budget.

Citizens are called upon to make decisions on legislation and idation, immunization, etc. To decide on platforms, referenda and camp issues, the voting citizen must understand the basic principles of safe

Although our nation enjoys a high standard of living, existin problems keep this nation from being as strong as it could be. Alcohol dent problems, etc. cry out for solutions. Health education is a part

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**Irwin, Leslie W.; Cornacchia, Harold J.; and Staton, Wesley, M. HEAL
St. Louis: C.V. Mosby Company, 1962, pp. 142-146

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Individuals not only need to be informed of the advances in health sciences, but

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Cornacchia, Harold J.; and Staton, Wesley, M. HEALTH IN ELEMENTARY SCHOOLS
sby Company, 1962, pp. 142-146

What About Controversial Matters?

The philosophy relating to the teaching of controversial iss district's written policy. All individuals teaching controversial sub with these policies. In formulating policy, it is advisable to enlist such as the medical profession, church personnel and the Parent Teache

Students need to come to grips with controversial issues app maturity. This involves consideration of all relevant information. T own opinions without being influenced by a biased and prejudiced learn give careful orientation to the subject and give an unbiased statement locate and gather facts for both sides. Students can be taught how to wealth of material which is always available to them on controversial ters?

ating to the teaching of controversial issues should be a part of a school
All individuals teaching controversial subject matter need to be familiar
mulating policy, it is advisable to enlist the support of allied groups
on, church personnel and the Parent Teacher Association.

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nfluenced by a biased and prejudiced learning atmosphere. The teacher should
the subject and give an unbiased statement of the problem. Students then
both sides. Students can be taught how to develop criteria for judging the
always available to them on controversial issues.

How Districts Use This Guide

This Health Education Curriculum Guide is sequentially prepar students' health needs and interests. Hopefully it eliminates monotono that in the past were ignored, moves from the concrete to the abstract zations.

To utilize the Guide in an educationally sound program, distr

1. Appoint a health curriculum committee to review the ent
2. Have the health curriculum committee determine at which cepts will be developed. The committee can also determ can be taught best through integration, correlation or
3. Appoint teacher groups on various grade levels to devel ing units to cover these concepts and to preview films
4. Develop inservice programs, if necessary.

This Health Education Curriculum Guide can also serve as a fl teachers planning specific classes and lessons in health instruction. experiences may be selected, modified or deleted in terms of student ar lems and experiences. For example, if health instruction is given only then much of the junior high school material would need to be adapted health instruction is concentrated at the junior high level, material high school levels would need modifications. However, there are some to modify for other age groups.

se This Guide

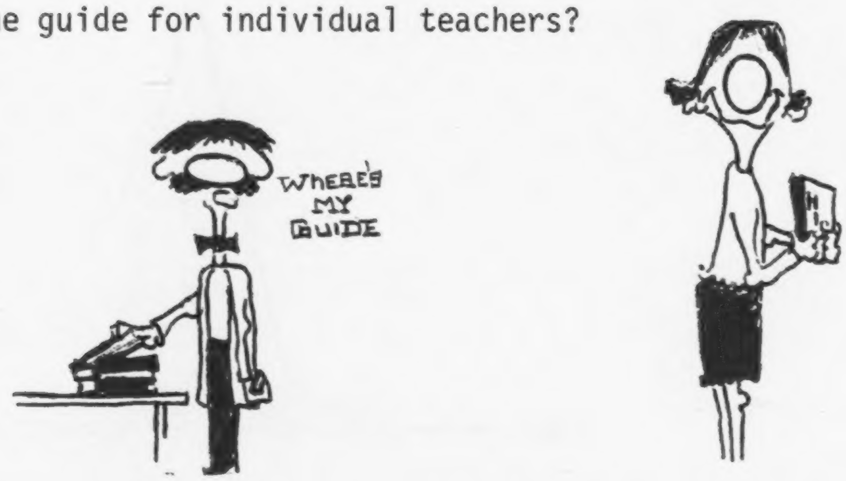
Health Education Curriculum Guide is sequentially prepared with materials related to
h needs and interests. Hopefully it eliminates monotonous repetition, includes areas
t were ignored, moves from the concrete to the abstract and from specifics to generali-

ilize the Guide in an educationally sound program, districts are encouraged to:
Appoint a health curriculum committee to review the entire Guide, K through 12.
Have the health curriculum committee determine at which grade level specific concepts will be developed. The committee can also determine whether the concepts can be taught best through integration, correlation or direct health instruction.
Appoint teacher groups on various grade levels to develop more detailed teaching units to cover these concepts and to preview films and order materials.
Develop inservice programs, if necessary.

Health Education Curriculum Guide can also serve as a flexible resource for schools and
ng specific classes and lessons in health instruction. The health education content and
be selected, modified or deleted in terms of student and community health needs, prob-
iences. For example, if health instruction is given only at the senior high school level,
e junior high school material would need to be adapted to the senior high student. If
ion is concentrated at the junior high level, material from both the intermediate and
els would need modifications. However, there are some concepts that would be difficult
ther age groups.

HOW TO USE THIS GUIDE

1. Is the guide for individual teachers?



Yes and no. There should be plenty of ideas for individual teachers to use; however, it is hoped that districts will use it as a catalyst for action toward a planned sequential health instruction program.

2. Who plans
program?

A curricul
health spe
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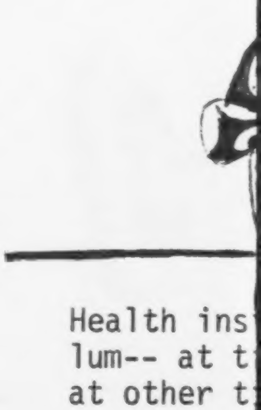
3. Why all the emphasis on planned health instruction?

To avoid monotonous repetition.
To avoid missing important health areas.
To provide scheduled classrooms for teaching.

4. The curric
health?



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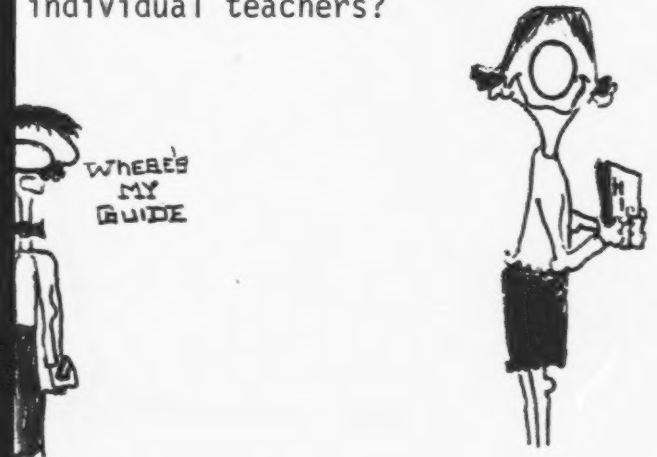
HOW TO USE THIS GUIDE

individual teachers?



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use; however, it is hoped that districts
catalyst for action toward a planned
instruction program.

asis on planned health instruction?

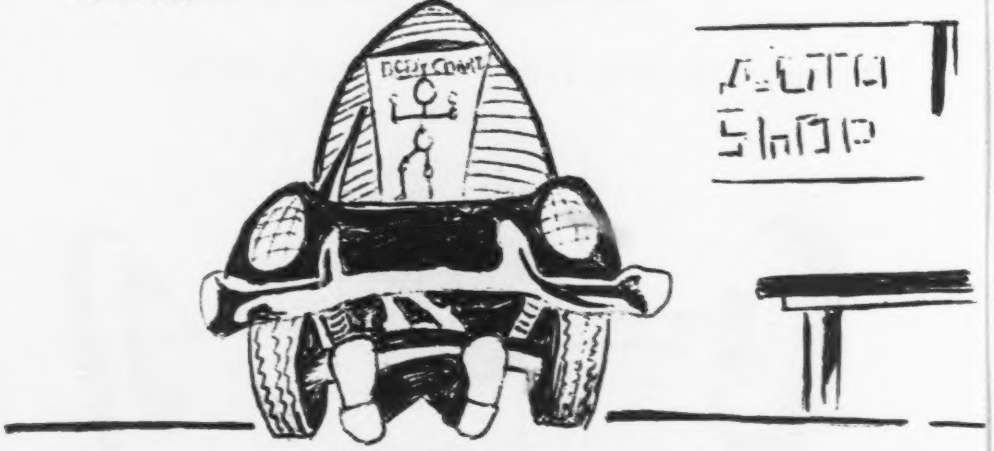
ous repetition.
important health areas.
uled classrooms for teaching.

2. Who plans the sequential health instruction program?

A curriculum committee of teachers and nurses, health specialists, and physicians. (Hopefully, with released time, because planning takes time in addition to effort.)

TAP--TAP--TAP--TAP--DING

4. The curriculum is too full-- where will we place health?

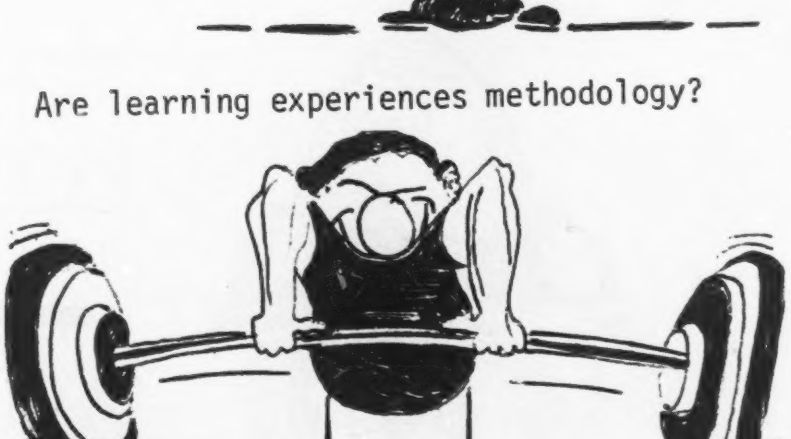


Health instruction does need time in the curriculum-- at times it has to have a special place but at other times it can be intergrated into home economics, social studies, science, etc.; at times, incidental teaching may do the job. A scope and sequence plan is needed in every district to insure that is it actually taught.

5. What is a competency?

The ability to solve real health problems for oneself or to be able to help a community to solve its health problems. Hopefully, through a planned, sequential program of health instruction, students will be "competent" to do this when they graduate from high school

7. Are learning experiences methodology?



Yes-- the name change is to emphasize that students should be "doing" rather than the teacher. Students should be actively involved in this learning, not just lectured to. A multi-sensory approach to learning is emphasized throughout the Guide. Health can be exciting when not involved with just a textbook.

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a community to solve its health
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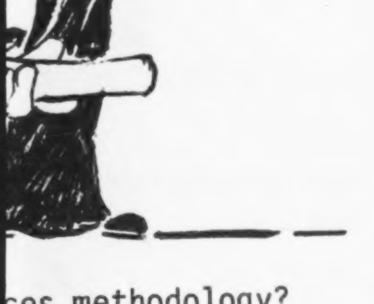
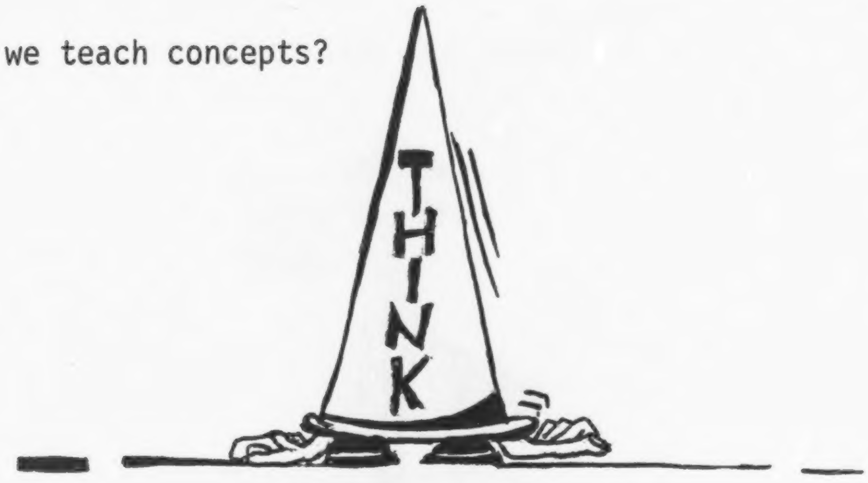


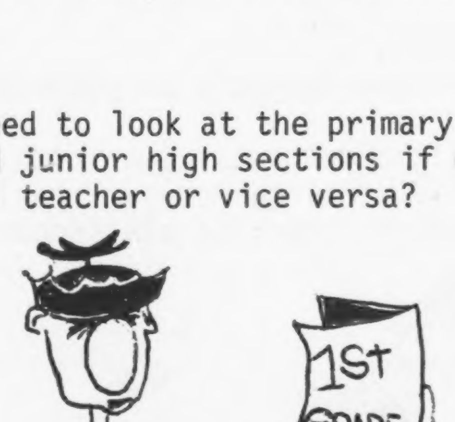
is to emphasize that students
her than the teacher. Students
volved in this learning, not
multi-sensory approach to learn-
oughout the Guide. Health can be
olved with just a textbook.

6. Do we teach concepts?



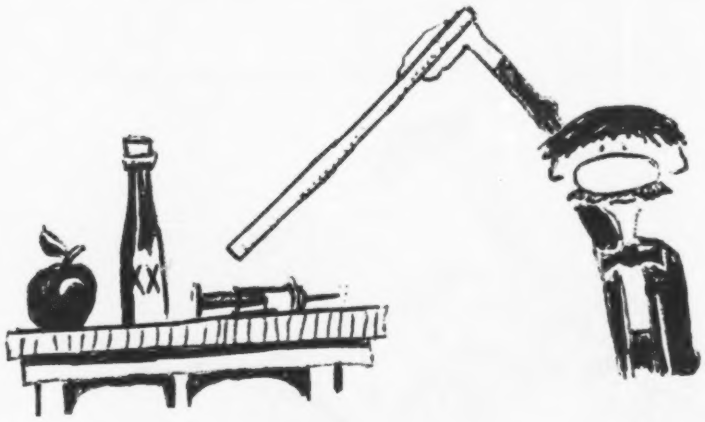
No-- not directly. Concepts are big, interrelated ideas which come from an assimilation of knowledge and attitudes gained in learning experiences. Concepts influence and direct behavior.

8. Does one need to look at the primary, intermediate and junior high sections if one is a high school teacher or vice versa?



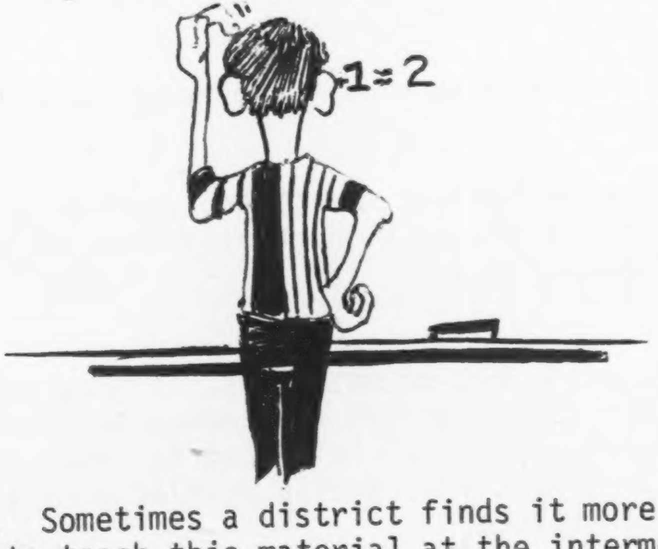
Yes, Yes, Yes! Total scope needs to be seen so one builds on what has gone on before. Even though a district has adopted a K-12 sequential health instruction program, it may be necessary for teachers at the upper levels to "pick up" material which students have not received, at least initially.

9. Should units be taught as they appear?



No. All units are interrelated and any organization of concepts can be made. Alcohol can be a separate unit or taught in the mental health unit, with the drug unit or in the disease unit (alcoholism). Nutrition can be a separate unit, taught as part of family health, mentioned in the alcohol unit or included in the disease unit. And so it goes.

11. You mean, what is placed at junior high doesn't necessarily have to be taught there?



Right. Sometimes a district finds it more advantageous to teach this material at the intermediate or senior high level with modification in approach, of course.

10. Should th

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e. Alcohol can be a separate
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sease unit (alcoholism).
arate unit, taught as part of
ed in the alcohol unit or
e unit. And so it goes.

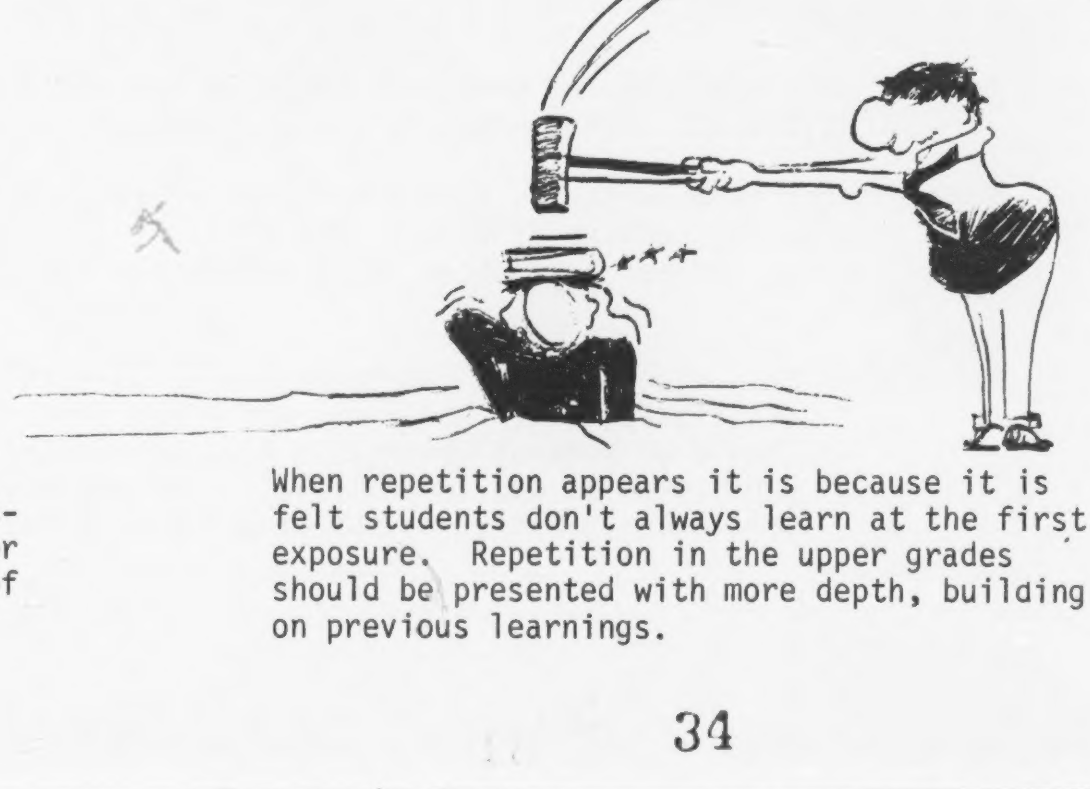
ed at junior high doesn't
taught there?

strict finds it more advanta-
terial at the intermediate or
modification in approach, of

10. Should the guide be followed exactly?

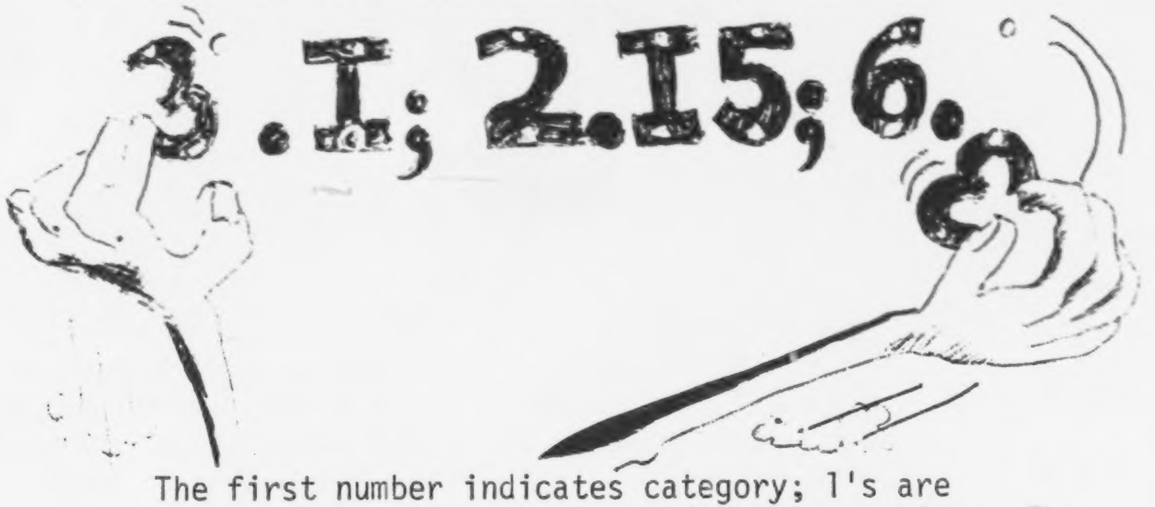
It is only a guide. Districts must work out what will be taught at first grade, second grade, etc. In addition, different communities may need more emphasis in some areas than others. More detailed units can then be developed by curriculum groups.

12. There appears to be some repetition?



When repetition appears it is because it is felt students don't always learn at the first exposure. Repetition in the upper grades should be presented with more depth, building on previous learnings.

13. What are all those numbers: 3.1; 2.15; 6.3?



The first number indicates category; 1's are always books; 2's are always federal agencies. The number after the decimal is a specific book, a specific pamphlet, a specific list, etc. (See end of each unit for the complete list of resources for that unit.)

14. Are all t

No! Distri
review all

About Resources:

1. Books: Some out-of-print books are included because schools or public li
REVIEW ALL BOOKS, however, as no committee review was made.

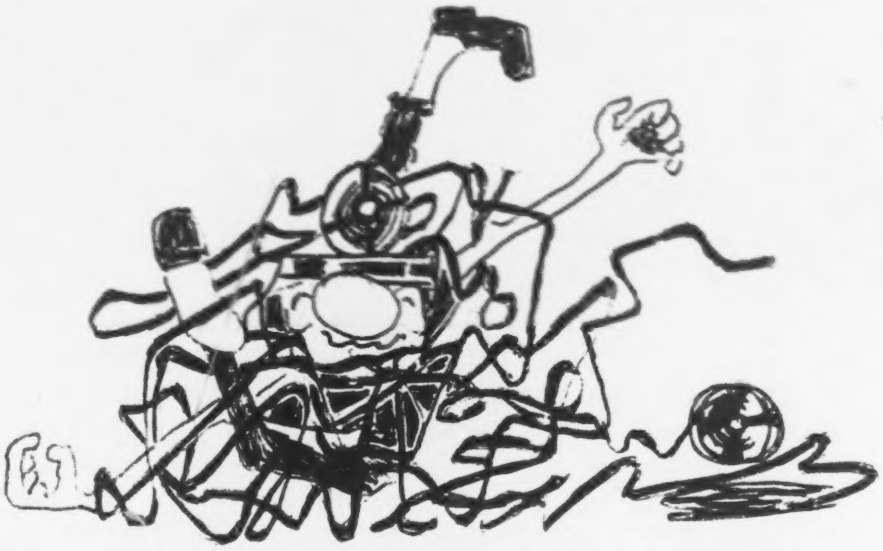
2. Films: Most film companies have catalogues which give information on ren
cost and content of films. Audio-visual centers of districts may
films and purchase those which teachers select for district-wide

3. Other Material: Many agencies have catalogues which give information as to cos
quantities, etc. Materials which are free to educators are ex
should be made of material. When writing an agency or organiz
you intend to use the material; they may have other pertinent
particular pamphlet is out of print they may have a substitute

bers: 3.1; 2.15; 6.3?

ates category; 1's are
always federal agencies. The
al is a specific book, a specific
ist, etc. (See end of each unit
of resources for that unit.)

14. Are all those references recommended?



No! Districts should preview all films and review all written materials.

int books are included because schools or public libraries may already have them.
KS, however, as no committee review was made.

anies have catalogues which give information on rentals, purchase, preview privileges,
nt of films. Audio-visual centers of districts may wish to preview some of the many
hase those which teachers select for district-wide use.

es have catalogues which give information as to cost of materials, if they come in
etc. Materials which are free to educators are expensive to produce so careful use
ade of material. When writing an agency or organization tell them for what purpose
to use the material; they may have other pertinent information available or if that
pamphlet is out of print they may have a substitute.

4. The Resource Code Is:

1.0 Books

2.0 Federal Agencies

3.0 Filmstrips

4.0 Films

5.0 Professional Organizations

6.0 Magazines

7.0 Miscellaneous

8.0 Washin

9.0 Public

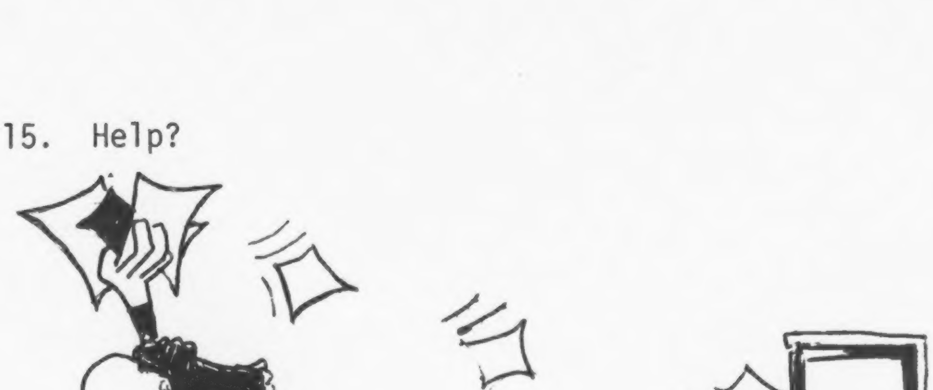
10.0 Scienc

11.0 Volunt

12.0 Miscel

13.0 Insura

15. Help?



Curriculum help and help in planning inservice programs is available from the State Office of Public Instruction.

16. How do
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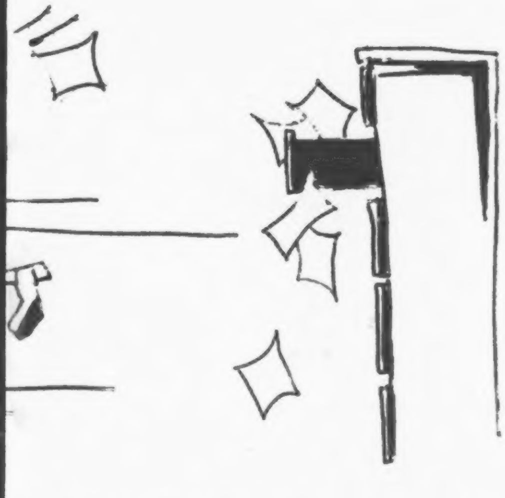


help in planning inservice
le from the State Office of

8.0 Washington State Agencies

9.0 Public Affairs Pamphlets

10.0 Science Research Associates Pamphlets

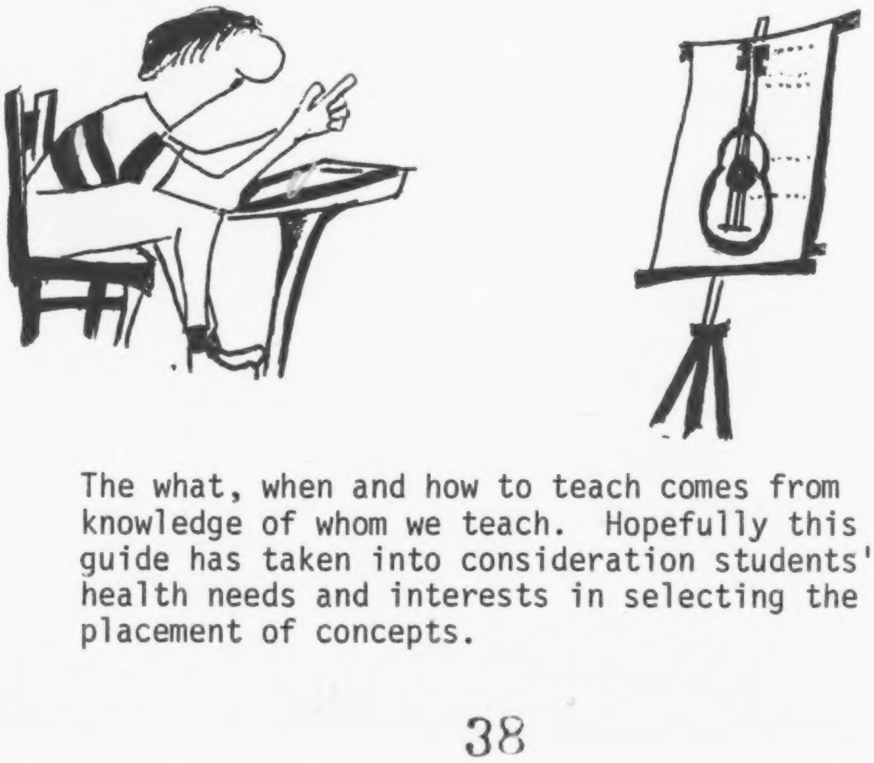
11.0 Voluntary Agencies

12.0 Miscellaneous-- Commercial

13.0 Insurance Agencies

16. How does a district decide what to teach and when?

xix



The what, when and how to teach comes from knowledge of whom we teach. Hopefully this guide has taken into consideration students' health needs and interests in selecting the placement of concepts.

ALCOHOL EDUCATION

Overview

Research tells us the most effective teaching method to infl
is student involvement in investigation and decision making. This is
the use of alcohol a practice which, for various reasons, has become a
acceptable custom by most of the adult population. Acceptance of drin
young people but unfortunately, the potential problems involved in the
not as clearly impressed on these same young people, partly because ma
mation themselves.

This unit closely relates to and therefore can be a part of
tion or disease unit (alcoholism) or the unit can be presented separat
objectivity is necessary so that students will be influenced by their
tion in making decisions about whether to drink or not.

ALCOHOL EDUCATION

Overview

tells us the most effective teaching method to influence or change health behavior
ement in investigation and decision making. This is especially true in the area of
a practice which, for various reasons, has become a sophisticated and socially
by most of the adult population. Acceptance of drinking has been impressed on
nfortunately, the potential problems involved in the use of alcoholic beverages are
ressed on these same young people, partly because many adults do not have such infor-

t closely relates to and therefore can be a part of the mental health, drug educa-
it (alcoholism) or the unit can be presented separately. Wherever it is presented,
essary so that students will be influenced by their own investigation and evalua-
isions about whether to drink or not.

COMPETENCIES

Competency I: Students understand the interactions of

Competency II: Students understand the use of alcohol i

Competency III: Students understand the problems create
and support action to prevent or remedy
community member.

COMPETENCIES

tudents understand the interactions of alcohol and the body.

tudents understand the use of alcohol in our society.

tudents understand the problems created in our society by the misuse of alcohol nd support action to prevent or remedy these problems, individually or as a community member.

COMPETENCY I: Understand the interrelationships of alcohol and the

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
Alcoholic beverages contain ethyl alcohol.	Select for individual reports to class on ing projects: (1) Prepare a bibliography of books avai community on alcohol and alcoholism school students. (2) Do the same with pamphlets. (3) Do the same with magazine articles. (4) Prepare a report on the chemistry of methanol, propanol, amyl); use chemi teacher as a resource person. (5) Report on production of alcohol and alcohol in beer, wines, or distilled mentation, brewing, distillation). (6) Report on industrial uses of alcohol (7) Define the following and relate to a analgestic, anesthetic, narcotic, ir drant, depressant, and sedatives. (See Drug Education Unit)
Alcohol is absorbed, oxidized and eliminated by the body.	Read and then prepare a jigsaw-type chart ways alcohol takes into and through the b the following as you put the chart togeth (1) What factors influence the absorptio stomach? (2) Does any absorption take place after into the duodenum?

Understand the interrelationships of alcohol and the human body.

)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
contain	Select for individual reports to class one of the following projects: (1) Prepare a bibliography of books available in your community on alcohol and alcoholism for junior high school students. (2) Do the same with pamphlets. (3) Do the same with magazine articles. (4) Prepare a report on the chemistry of alcohol (ethanol, methanol, propanol, amyl); use chemistry or science teacher as a resource person. (5) Report on production of alcohol and percent of alcohol in beer, wines, or distilled beverages (fermentation, brewing, distillation). (6) Report on industrial uses of alcohol. (7) Define the following and relate to alcohol: analgestic, anesthetic, narcotic, irritant, dehydrant, depressant, and sedatives. (See Drug Education Unit)	1.1 6.7 10.1 10.2
oxi- by the	Read and then prepare a jigsaw-type chart showing pathways alcohol takes into and through the body. Discuss the following as you put the chart together: (1) What factors influence the absorption rate in the stomach? (2) Does any absorption take place after alcohol passes into the duodenum?	1.1 1.2 4.8 7.5 7.24 10.1

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
	(3) What is the significance of di (4) What is the oxidation process take place? (5) What happens to the liver? (6) What happens to the alcohol nc liver? (See Anatomy and Physiology Unit)
Just as the body does something to alcohol, alcohol does something to the body.	Using the materials in the room st answers to the following and repor one of them is found: (1) Why is this statement an inac Every time you take a drink a (2) If this is inaccurate why do alcoholics in our mental inst (3) Does drinking harm the circul (4) Does drinking harm the digest (5) Does drinking harm the excret (6) What indications tell us that of alcohol is showing? (Rate lowered body temperature, bla effect does alcohol have on t behavior? (Judgment, self-co response, reaction time) or-- that alcohol has interfered w (Reaction time, body coordina endurance) or--How does alcoh organs? (Impaired hearing, v

SAMPLE LEARNING EXPERIENCES	*RESOURCES*
(3) What is the significance of dilution by the blood? (4) What is the oxidation process and where does it take place? (5) What happens to the liver? (6) What happens to the alcohol not oxidized by the liver? (See Anatomy and Physiology Unit)	
Using the materials in the room students search out answers to the following and report to class when any one of them is found: (1) Why is this statement an inaccurate statement: Every time you take a drink a brain cell dies. (2) If this is inaccurate why do we have brain damaged alcoholics in our mental institutions? (3) Does drinking harm the circulatory system? (4) Does drinking harm the digestive system? (5) Does drinking harm the excretory system? (6) What indications tell us that the sedative effect of alcohol is showing? (Rate of breathing decreased, lowered body temperature, blackout) or--What effect does alcohol have on the brain--that is your behavior? (Judgment, self-control, emotional response, reaction time) or--What effects tell us that alcohol has interfered with motor control? (Reaction time, body coordination, accuracy, endurance) or--How does alcohol affect the sense organs? (Impaired hearing, vision, equilibrum)	1.2 1.6 3.1 4.7 4.8 4.11 5.1 7.1 7.2 7.24 10.1 12.3 12.4 12.5

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
	(7) Can alcohol cause death--if so, (8) Why don't all individuals react way?

)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
	(7) Can alcohol cause death--if so, how? (8) Why don't all individuals react to alcohol the same way?	

COMPETENCY II: Understand the use of alcohol in our society.

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
People do or do not drink for a variety of reasons.	Break into buzz groups to compile a li people do and do not drink. Bring the together and list on the board all the (Use recorders to report results of bu cussions.) Select a few reasons most high students. Assign to individual b further investigation. Do drink: gain acceptance, curiosity, against authority, limitation, somethi effect, celebrations, friends influenc advertising. Don't drink: gain acceptance, fear of body, legal reasons (age, law), econom religious reasons, personal conviction Discuss various attitudes about drinki your community. Discuss social behavi person whose views on drinking differ How do attitudes about drinking (or an form? (See Mental Health Unit) Discuss why the following would be int you as an individual drink or not, are not: temperance workers, liquor indus employers, churches, social welfare ag

e use of alcohol in our society.

SAMPLE LEARNING EXPERIENCES	*RESOURCES*
Break into buzz groups to compile a list of reasons people do and do not drink. Bring the group back together and list on the board all the reasons suggested. (Use recorders to report results of buzz group discussions.) Select a few reasons most related to junior high students. Assign to individual buzz groups for further investigation. Do drink: gain acceptance, curiosity, thrill, rebellion against authority, limitation, something to do, feel effect, celebrations, friends influence, movies, advertising. Don't drink: gain acceptance, fear of result, harm to body, legal reasons (age, law), economic reasons, religious reasons, personal convictions, family stand. Discuss various attitudes about drinking represented in your community. Discuss social behavior toward the person whose views on drinking differ from one's own. How do attitudes about drinking (or anything else) form? (See Mental Health Unit) Discuss why the following would be interested in whether you as an individual drink or not, are an alcoholic or not: temperance workers, liquor industry, government, employers, churches, social welfare agencies.	1.1 1.2 1.5 1.20 1.25 4.1 5.2 6.3 7.4 7.24 10.1 10.2

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
	Investigate national and religious customs concerning the use of alco and throughout historical periods. Study the liquor laws in Washington those relating to minors). Discuss attempts of society to control the Report on the Prohibition Amendment
Alcohol may influence the roles and responsibilities of family members.	After reading, write a one-page ess ties of the misuse of alcohol inter responsibilities of parents in cari and psychological needs of children (See Family Health and Mental Hea
Each religious group has an attitude toward its members' use of alcohol.	Through reading and interviewing mi priests, parents, etc., investigat various religious faiths about drin

h)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
	Investigate national and religious attitudes and customs concerning the use of alcohol in other countries and throughout historical periods. Study the liquor laws in Washington State (especially those relating to minors). Discuss legal and other attempts of society to control the use of alcohol. Report on the Prohibition Amendment and its effects.	
ce the ilities	After reading, write a one-page essay on the possibilities of the misuse of alcohol interfering with the responsibilities of parents in caring for the physical and psychological needs of children. (See Family Health and Mental Health Units)	1.1 4.14 1.2 6.5 1.4 10.2 1.24
p has an members'	Through reading and interviewing ministers, rabbis, priests, parents, etc., investigate the thinking of the various religious faiths about drinking.	1.8 7.3 7.10

COMPETENCY III: Support actions individually or as a community member created by the misuse of alcohol.

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
Excessive use of alcohol may result in illness and disease.	Send several representatives to local hea (Firlands Sanatorium, Seattle; Lakeview, Spokane) to find out about the relationsh use of alcohol and tuberculosis. (Show r disturbed nutrition, poor physical makeup Prepare the following reports on the effe use of alcohol on the personality: a. Using a visual aid of the brain sho are affected by moderate drinking; effect. Show what happens when one larger amount and an extremely larg (See resource numbers 7.1 and 7.5) b. Report on the effect of chronic exc ing and its effects on intellectual c. Report on the effect of chronic exc ing on moral decline. d. Report on mental illness caused by drinking. Find various definitions of alcoholism. posters to depict difference between soc alcoholics. Discuss statistics on alcoholism for you Washington, and the Nation. Discuss the possible causes of alcoholis

tions individually or as a community member to prevent or remedy problems
the misuse of alcohol.

SAMPLE LEARNING EXPERIENCES	***RESOURCES***
Send several representatives to local health department (Firlands Sanatorium, Seattle; Lakeview, Tacoma; Edgecliff, Spokane) to find out about the relationship of excessive use of alcohol and tuberculosis. (Show relationship of disturbed nutrition, poor physical makeup.) Prepare the following reports on the effect of excessive use of alcohol on the personality: a. Using a visual aid of the brain show parts which are affected by moderate drinking; describe the effect. Show what happens when one drinks a larger amount and an extremely large amount. (See resource numbers 7.1 and 7.5) b. Report on the effect of chronic excessive drinking and its effects on intellectual functions. c. Report on the effect of chronic excessive drinking on moral decline. d. Report on mental illness caused by chronic excessive drinking. Find various definitions of alcoholism. Students prepare posters to depict difference between social drinkers and alcoholics. Discuss statistics on alcoholism for your county, Washington, and the Nation. Discuss the possible causes of alcoholism.	1.5 1.11 1.12 1.24 3.1 4.2 5.2 6.8 7.11 8.9 9.1 10.1 10.2

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
Present day alcohol problems and alcoholism may result from our attitude about drinking.	Chart the evolution of attitudes an our actions (attitudes come from ex plus a feeling about the experience attitudes determine behavior.) Discuss how each of the following i about drinking, the problem drinker scientific vocabulary, non-scient jokes, cartoons, comic strips, se ing materials, individuals you li do or do not drink, seeing someon intoxicated, etc. Discuss why individuals who know ho sensory preception still drive afte idea that behavior is a result of k Again discuss how attitudes are for (See Mental Health Unit)

	SAMPLE LEARNING EXPERIENCES	RESOURCES
- y e	Chart the evolution of attitudes and how attitudes affect our actions (attitudes come from experiences or ideas plus a feeling about the experience or idea and these attitudes determine behavior.) Discuss how each of the following influence your attitude about drinking, the problem drinker and the alcoholic: scientific vocabulary, non-scientific vocabulary, jokes, cartoons, comic strips, selection of reading materials, individuals you like or dislike who do or do not drink, seeing someone you like intoxicated, etc. Discuss why individuals who know how alcohol affects sensory preception still drive after drinking. (Develop idea that behavior is a result of knowledge and attitudes. Again discuss how attitudes are formed.) (See Mental Health Unit)	1.13 4.2 4.11 5.2 6.4 7.3 8.5 8.9 10.2

COMPETENCY I: Understand the interrelationships of alcohol and the body.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Alcohol has many uses.	Give individual reports to class on the use an early-day anesthetic (care should be tak is not too dramatic). Give individual reports to class on how alc related to its physical or chemical properti ing pharmaceuticals, solvent and preserving cleanser, cooking agent) and related to its logical actions (protein denaturing effect, nervous system depressant, auxiliary source vasodilating agent, relaxant).
Ethyl alcohol in alcoholic beverages is not a true food.	Define food and review nutritional requireme body. In chart form compare various foods a beverages in nutrients. (See Nutrition Unit) Investigate the role of alcoholic beverages underweight, and nutritional diseases.
The effects of alcohol on the body depend upon many conditions or factors.	Review if necessary the effects of moderate alcohol on digestive, excretory, circulator system. Discuss the effects of alcohol on human beha ment, self-control, emotional response, rea accuracy and endurance.

nd the interrelationships of alcohol and the body.

SAMPLE LEARNING EXPERIENCES	*RESOURCES*
Give individual reports to class on the use of alcohol as an early-day anesthetic (care should be taken that report is not too dramatic). Give individual reports to class on how alcohol is used related to its physical or chemical properties (compounding pharmaceuticals, solvent and preserving agent, skin cleanser, cooking agent) and related to its pharmacological actions (protein denaturing effect, central nervous system depressant, auxiliary source of energy, vasodilating agent, relaxant).	1.6 1.11 1.18 6.2 7.1
Define food and review nutritional requirements of the body. In chart form compare various foods and alcoholic beverages in nutrients. (See Nutrition Unit) Investigate the role of alcoholic beverages in obesity, underweight, and nutritional diseases.	1.1 1.11 7.5 10.1
Review if necessary the effects of moderate amounts of alcohol on digestive, excretory, circulatory, and nervous system. Discuss the effects of alcohol on human behavior: judgment, self-control, emotional response, reaction time, accuracy and endurance.	1.1 1.2 1.4 1.18 4.7 4.8 7.25

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
	Discuss interrelationship of social dri loss of inhibitions when moderate and e of alcohol have been consumed. Discuss the relationship of social drin accidents. Discuss why methyl alcohol is potentia Investigate why hangover effects occur. Investigate statistics available from l companies showing the effect of use of of life. Investigate the effects of prolonged al the human body, especially the liver an
One's reaction to alcohol is related to the alcohol concentration in the blood.	Discuss factors which cause some indivi be more affected by drinking than at ot some individuals are more affected than amounts of alcohol. What is the value Discuss why death can result from consu distilled beverages ingested all at onc over a period of time this amount will Chart relationship between ounces of al concentration.

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
	Discuss interrelationship of social drinking, dating, and loss of inhibitions when moderate and extensive amounts of alcohol have been consumed.	4.9 4.10 5.1 6.2 6.3 7.1 7.2
	Discuss the relationship of social drinking, driving, and accidents.	
	Discuss why methyl alcohol is potentially fatal.	
	Investigate why hangover effects occur.	
	Investigate statistics available from life insurance companies showing the effect of use of alcohol on length of life.	
	Investigate the effects of prolonged alcohol intake on the human body, especially the liver and brain.	
l is od.	Discuss factors which cause some individuals sometimes to be more affected by drinking than at other times and why some individuals are more affected than others by the same amounts of alcohol. What is the value of knowing this?	
	Discuss why death can result from consumption of a pint of distilled beverages ingested all at once whereas consumed over a period of time this amount will not cause death.	
	Chart relationship between ounces of alcohol and blood concentration.	

COMPETENCY II: Understand the use of alcohol in our society.

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Many factors influence the decision to drink or not to drink.	Review why people drink and why people do not (psychological, physical, legal, economic, rel and family influences). Compare drinkers' ide reasons non-drinkers do not drink with non-dri reasons and vice versa. What is the implicati Discuss ways of saying "no" without "judging" your declination. Discuss the rights of the n from being pressured to drink. Report on advertising's function in influencin drink and the various approaches used (band-wa propaganda, sex symbols, etc.). (See Consumer Health Unit) Select an advertisement dealing with alcohol a it using criteria previously developed by the student then attempt to write an advertisement mation established as scientifically accurate. Discuss the restricting of advertisement of al beverages, (i.e., no distilled beverages adver T.V., etc.). Estimate the approximate cost to the individua ing moderately, socially, or heavily.

se of alcohol in our society.

MPLE LEARNING EXPERIENCES	RESOURCES
view why people drink and why people do not drink sychological, physical, legal, economic, religious, d family influences). Compare drinkers' ideas of the asons non-drinkers do not drink with non-drinkers' asons and vice versa. What is the implication of this? scuss ways of saying "no" without "judging" others in ur declination. Discuss the rights of the non-drinker om being pressured to drink. port on advertising's function in influencing one to ink and the various approaches used (band-wagon, opaganda, sex symbols, etc.). (See Consumer Health Unit) lect an advertisement dealing with alcohol and evaluate using criteria previously developed by the class. Each udent then attempt to write an advertisement using information established as scientifically accurate. scuss the restricting of advertisement of alcoholic verages, (i.e., no distilled beverages advertised on V., etc.). timate the approximate cost to the individual of drinkg moderately, socially, or heavily.	1.1 1.2 1.4 1.5 1.9 1.10 1.23 4.6 4.15 7.4 7.8 7.24 7.25 8.11

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
The use of alcohol affects our economy.	Debate the positive and negative effects of the use o alcohol on the economy. (Consider consumer dollar sp on alcohol; economic benefits in jobs involved in man facturing, distribution, and consumption of beverages taxes from sales of alcohol; cost to city for housin the inebriate in city and county jails; cost of traff accidents; increase in insurance; cost in welfare rel to broken homes and dependent children attributed to drinking patents; etc.) Develop for presentation the problem of the "Billion Hangover." Form committees to read, interview busine men, interview public health employees, local officia etc. In report, students bring out what a successful program for helping problem drinkers might be: Good ing climate in a company, announced policy to help pr drinkers, referral of problem drinkers for help, supp of community centers and services.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Debate the positive and negative effects of the use of alcohol on the economy. (Consider consumer dollar spent on alcohol; economic benefits in jobs involved in manufacturing, distribution, and consumption of beverages; taxes from sales of alcohol; cost to city for housing the inebriate in city and county jails; cost of traffic accidents; increase in insurance; cost in welfare related to broken homes and dependent children attributed to drinking patents; etc.) Develop for presentation the problem of the "Billion Dollar Hangover." Form committees to read, interview businessmen, interview public health employees, local officials, etc. In report, students bring out what a successful program for helping problem drinkers might be: Good working climate in a company, announced policy to help problem drinkers, referral of problem drinkers for help, support of community centers and services.	1.1 1.2 1.6 6.6 7.8 7.12 7.13 8.5 8.14 12.1 12.2 13.1

COMPETENCY III: Support actions individually or as a community member to p
or remedy problems created by the misuse of alcohol.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Alcoholism is a disease.	After individual research, write a paper on t points of alcoholism: a possible definition ism, the various theories on causes of alcoh possible treatments and degree of success ea have. Discuss symptom progression of alcoholism an tion that this decline can be predicted. (te symptom progression charts.) Chart statistics showing the estimated numbe holics in the city, county, state, and natio for men, women, and "hidden" alcoholics.
Alcoholics are found in all social groups.	Discuss social groups in which alcoholics are skid row alcoholics; hidden alcoholics; women Interview a sampling of the community to fin impression of which social groups alcoholics What influence might this knowledge have on d alcoholism, not drinking, rehabilitation prog
Research indicates that there may be various types of alcoholics.	Prepare posters to attempt to clarify the def types of drinkers: social, occasional, probl alcoholic, types of alcoholics (primary, seco situational).

ctions individually or as a community member to prevent
problems created by the misuse of alcohol.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	After individual research, write a paper on the following points of alcoholism: a possible definition of alcoholism, the various theories on causes of alcoholism, the possible treatments and degree of success each seems to have.	1.1 1.5 1.13 1.14 1.15 1.16 1.17 1.20 2.2 4.2 4.3 4.9 4.10 4.11 4.13 5.3 7.1 7.4 7.9 7.11 7.14 7.15 7.16 7.17 7.18 7.19 7.21
	Discuss symptom progression of alcoholism and the assumption that this decline can be predicted. (teacher secure symptom progression charts.)	
	Chart statistics showing the estimated number of alcoholics in the city, county, state, and nation. Chart for men, women, and "hidden" alcoholics.	
	Discuss social groups in which alcoholics are found: skid row alcoholics; hidden alcoholics; women alcoholics. Interview a sampling of the community to find out their impression of which social groups alcoholics belong to. What influence might this knowledge have on drinking, alcoholism, not drinking, rehabilitation programs.	
re	Prepare posters to attempt to clarify the definitions of types of drinkers: social, occasional, problem, heavy, alcoholic, types of alcoholics (primary, secondary, situational).	

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Research indicates some common characteristics in alcoholics.	Discuss each characteristic: low frustrat inability to endure anxiety or tension; fe lation; devaluated self-esteem; a tendency sively; repetitive acting out of conflicts narcissism; self punitive behavior; somati hypochondria. Review what was learned in the mental heal health units in relation to prevention of characteristics.
Rehabilitation of the alcoholic concerns many people.	Explore community resources for meeting pr holism. (See Community Health Unit) Invite a physician who has worked with alc about the treatment of alcoholism. Investigate and report on the history, pre and function of Alcoholics Anonymous. (Us articles, interview A.A. member, visit A. Investigate what is being done to help the his family in Washington State. (Informat referral centers, various rehabilitation s A.A., Al-Anon, Recovery Houses, private an ment centers, court, pastoral and family c private physicians.)

	SAMPLE LEARNING EXPERIENCES	***RESOURCES***
e in	Discuss each characteristic: low frustration tolerance; inability to endure anxiety or tension; feelings of isolation; devaluated self-esteem; a tendency to act impulsively; repetitive acting out of conflicts; often extreme narcissism; self punitive behavior; somatic preoccupation; hypochondria. Review what was learned in the mental health and family health units in relation to prevention of the above characteristics.	7.22 7.24 7.25 8.1 8.3 8.9 8.10 9.1 12.2
y	Explore community resources for meeting problems of alcoholism. (See Community Health Unit) Invite a physician who has worked with alcoholism to talk about the treatment of alcoholism. Investigate and report on the history, present status, and function of Alcoholics Anonymous. (Use books and articles, interview A.A. member, visit A.A. meeting.) Investigate what is being done to help the alcoholic and his family in Washington State. (Information and referral centers, various rehabilitation services such as A.A., Al-Anon, Recovery Houses, private and public treatment centers, court, pastoral and family counselors and private physicians.)	1.19 4.4 4.20 6.3 7.6 7.23 8.1 8.3 8.6 8.7 8.8

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
	Prepare a bibliography of books, pamphlets, and ot articles available in your community on alcohol an alcoholism for the adult reader. Give individual reports on the following diseases sometimes appear in inebriates: beri-beri and pel cirrhosis of the liver; venereal disease; tubercul phychoses associated with alcoholism; pathological intoxication, delirium tremens.
Alcohol may contribute to deviant behavior.	Define and give an example of felony, misdemeanor, offense, and liquor control violations. Report on incidence, possible cause, cost, laws af and punishment of various types of deviant behavio related to the use of alcohol (i.e., public intoxi driving while under the influence of alcohol, homi by drunken driving, crimes of violence while under influence of alcohol.)
The use of alcohol may influence the family unit.	Interview a lawyer or judge on the relationship of misuse of alcohol on divorce rates, problem childr Discuss the effects on children of parents who are drinkers: (parental role in child development, al holic parent-alcoholic children relationship). (See Family Health Unit)

SAMPLE LEARNING EXPERIENCES	RESOURCES
repare a bibliography of books, pamphlets, and other rticles available in your community on alcohol and lcoholism for the adult reader.	
ive individual reports on the following diseases which ometimes appear in inebriates: beri-beri and pellagra; irrhosis of the liver; venereal disease; tuberculosis; hychoses associated with alcoholism; pathological ntoxication, delirium tremens.	
efine and give an example of felony, misdemeanor, minor ffense, and liquor control violations.	1.1 1.2 4.12 8.1 8.13
eport on incidence, possible cause, cost, laws affecting nd punishment of various types of deviant behavior elated to the use of alcohol (i.e., public intoxication, driving while under the influence of alcohol, homicide by drunken driving, crimes of violence while under the influence of alcohol.)	
Interview a lawyer or judge on the relationship of the misuse of alcohol on divorce rates, problem children.	1.1 1.2 1.6 1.7 1.22 1.24 4.13 4.14
Discuss the effects on children of parents who are problem drinkers: (parental role in child development, alcoholic parent-alcoholic children relationship). (See Family Health Unit)	

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
	Secure a resource person to discuss the effect alcoholism on the family.
Driving and drinking can result in problems.	In light of what has been studied about the ef alcohol on the human body, show which of these would interfere with driving ability. Investigate Washington State laws concerning d and driving, (field trip to State Patrol offic to State Patrol office, invite State Patrol of to talk). Discuss this in relationship to rig person injured by a drinking driver. Interview a lawyer or judge on the legal proce required to convict a person who was driving u influence of liquor. Report on the various chemical tests used to d intoxication or ask a State Patrolman to discu (alcometer, breathalizer, intoximeter, drunkom blood tests, saliva tests, urine tests) Discuss how laws pertaining to the problem of and driving might be improved to be more effec

SAMPLE LEARNING EXPERIENCES	*RESOURCES*
Secure a resource person to discuss the effect of alcoholism on the family.	6.1 8.4 6.5 8.12 7.10
In light of what has been studied about the effects of alcohol on the human body, show which of these effects would interfere with driving ability. Investigate Washington State laws concerning drinking and driving, (field trip to State Patrol office, write to State Patrol office, invite State Patrol officer in to talk). Discuss this in relationship to rights of person injured by a drinking driver. Interview a lawyer or judge on the legal procedures required to convict a person who was driving under the influence of liquor. Report on the various chemical tests used to determine intoxication or ask a State Patrolman to discuss this. (alcometer, breathalizer, intoximeter, drunkometer, blood tests, saliva tests, urine tests) Discuss how laws pertaining to the problem of drinking and driving might be improved to be more effective.	1.1 1.2 1.21 1.22 4.1 4.5 4.16 4.21 6.9 6.10 7.25 8.2 11.1

ALCOHOL EDUCATION RESOURCES

(Preview all films; review all materials)

The resource list is for both the elementary and secondary levels. Very little is a
reading level of elementary students, therefore, the resources are for the elementar
he can modify the information to relate to the level of understanding of his student
resource is of elementary student reading or comprehension level an * is placed befo

1.0 BOOKS

1.1 McCarthy, Raymond G. (Ed.). ALCOHOL EDUCATION FOR CLASSROOM AND COMMUNITY
1.2 Spalding, William B. and Montague, John R. ALCOHOL AND HUMAN AFFAIRS. Wo
1.3 Otto, James H. and others. MODERN HEALTH. Holt, 1963
1.4 McCarthy, Raymond C. DRINKING AND INTOXICATION - SELECTED READINGS IN SOC
CONTROLS. Yale Center of Alcohol Studies, 1963
1.5 Pittman, David J., and Snyder, Charles R. SOCIETY, CULTURE, AND DRINKING
1.6 Rice, Thurman and Harger, Rolla N. EFFECTS OF ALCOHOLIC DRINKS, TOBACCO,
NARCOTICS. Harper, 1952
1.7 Bernard, Harold. TOWARD BETTER PERSONAL ADJUSTMENT. McGraw-Hill, 1957
1.8 Snyder, Charles R. ALCOHOL AND THE JEWS: A CULTURAL STUDY OF DRINKING AN
Press, 1958
1.9 Sorenson, Herbert, and Malm, Marguerite. PSYCHOLOGY FOR LIVING. McGraw-H
1.10 Engle, T. L. PSYCHOLOGY. World Book Company, 1957
1.11 Thompson, George N. (Ed.). ALCOHOLISM. Charles C. Thomas, 1956
1.12 Coleman, James. ABNORMAL PSYCHOLOGY AND MODERN LIFE. Scott, Foresman, 19
1.13 Mann, Marty. NEW PRIMER ON ALCOHOLISM. Holt, 1958
1.14 Eisenstein, Victor W. NEUROTIC INTERACTION IN MARRIAGE. Basic Books, 195
1.15 Hume, Ruth Fox and Lyon, Peter. ALCOHOLISM, ITS SCOPE, CAUSE AND TREATMEN
1.16 Chafetz, Morris E. and Demone, Harold W., Jr. ALCOHOLISM AND SOCIETY. Ox
Press, 1962
1.17 Jellinek, E. M. THE DISEASE CONCEPT OF ALCOHOLISM. Hillhouse, 1959
1.18 Chafetz, Morris E. LIQUOR, THE SERVANT OF MAN. Little, 1965
1.19 ALCOHOLICS ANONYMOUS. A. A. Publishing, 1952
1.20 Anderson, Dwight and Cooper, Page. THE OTHER SIDE OF THE BOTTLE. A. A. W
1.21 American Automobile Association. SPORTSMANLIKE DRIVING. McGraw-Hill
1.22 McCarthy, Raymond G. and Douglas, Edgar M. ALCOHOL AND SOCIAL RESPONSIBIL
1.23 Straus, Robert and Bacon, Selden D. DRINKING IN COLLEGE. Yale Universit
1.24 Hirsh, Clarena and Hirsh, Selma G. ALCOHOL EDUCATION. Schuman, 1952
1.25 Cain, Arthur. YOUNG PEOPLE AND DRINKING. Day, 1963

ALCOHOL EDUCATION RESOURCES

(Preview all films; review all materials)

r both the elementary and secondary levels. Very little is available on the
tary students, therefore, the resources are for the elementary teacher and
mation to relate to the level of understanding of his students. Where a
ry student reading or comprehension level an * is placed before the reference.

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lliam B. and Montague, John R. ALCOHOL AND HUMAN AFFAIRS. World Book, 1949
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rbert, and Malm, Marguerite. PSYCHOLOGY FOR LIVING. McGraw-Hill, 1957
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omobile Association. SPORTSMANLIKE DRIVING. McGraw-Hill
ymond G. and Douglas, Edgar M. ALCOHOL AND SOCIAL RESPONSIBILITY. Crowell, 1949
rt and Bacon, Selden D. DRINKING IN COLLEGE. Yale University Press, 1953
na and Hirsh, Selma G. ALCOHOL EDUCATION. Schuman, 1952
. YOUNG PEOPLE AND DRINKING. Day, 1963

2.0 PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON, D. C. 20201

2.2 Alcoholism

3.0 FILMSTRIPS

3.1 Alcohol and Your Health, SVE

4.0 FILMS

4.1 What About Drinking, WSH
4.2 What About Alcoholism, WSH
4.3 David--Profile of a Problem Drinker, WSH
4.4 Problem Drinkers, McG
4.5 None For The Road, WSH
4.6 Should You Drink, McG
4.7 Alcohol and The Human Body, WSH
4.8 Alcohol and You, WSH
4.9 Alcoholism, WSH
4.10 Profile of an Alcoholic, WSH
4.11 To Your Health, WSH
4.12 For Those Who Drink, WSH
4.13 In Time of Trouble, WSH
4.14 Out of Orbit, WSH
4.15 Kid Brother, WSH
4.16 Verdict At 1:32, Assoc
4.17 The Owl and Mr. Jones, WSH
4.20 New Road Ahead, WSH
4.21 The Bottle and the Throttle, Davis

5.0 AMERICAN MEDICAL ASSOCIATION, DEPARTMENT OF COMMUNITY HEALTH, 535 NORTH DEARBORN STREET, CHICAGO, ILLINOIS 60610

5.1 Test Your Alcohol Quotient
5.2 How Teens Set The Stage For Alcoholism
5.3 To Your Health

6.0 QUARTERLY JOURNAL OF STUDIES ON ALCOHOL, NEW HAVEN, CONNECTICUT

6.1 March, 1965 (pp. 63-67)

NEW YORKER MAGAZINE

6.2 Roueche, Berton. "Annals of Medicine". January 9, 1960
6.3 Roueche, Berton. "Annals of Medicine". January 16, 1966

ANNALS - AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE, 3937 CHESTNUT PENNSYLVANIA

6.5 Alcoholism and the Family

TODAY'S HEALTH

6.4 Block, Marvin, A., M. D. "Teen-Age Drinking: Whose Responsibility". Ma
6.6 Earle, Howard. "They're Helping the Alcoholic Worker". December, 1960
6.7 Gibson, John E. "Science Looks at Liquor". February, 1963
6.8 Hein, Fred B. "How Teens Set the Stage for Alcoholism". June, 1962
6.9 McAuliffe, William J., Jr. "Drunken Drivers are Getting Away with Murde

JOURNAL OF PUBLIC HEALTH

6.10 Waller, Julian A. "Use and Misuse of Alcoholic Beverages as a Factor in July, 1966

7.0 ASSOCIATION FOR ADVANCEMENT OF INSTRUCTION ABOUT ALCOHOL AND NARCOTICS, GRAND AVENUE, LANSING, MICHIGAN 48914

7.25 Alcohol and the Adolescent (reprint)

RUTGERS UNIVERSITY CENTER OF ALCOHOL STUDIES, NEW BRUNSWICK, NEW JERSEY

7.1 How Alcohol Affects the Body
7.2 A Discussion Guide for Questions About Alcohol, No. 1 - The Physiologica

STUDIES ON ALCOHOL, NEW HAVEN, CONNECTICUT

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M. D. "Teen-Age Drinking: Whose Responsibility". May, 1961
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cience Looks at Liquor". February, 1963
Teens Set the Stage for Alcoholism". June, 1962
J., Jr. "Drunken Drivers are Getting Away with Murder". June, 1961

EALTH

"Use and Misuse of Alcoholic Beverages as a Factor in Motor Vehicle Accidents"

ANCEMENT OF INSTRUCTION ABOUT ALCOHOL AND NARCOTICS, C/O RALPH DANIEL, 212 SOUTH
NG, MICHIGAN 48914

lescent (reprint)

CENTER OF ALCOHOL STUDIES, NEW BRUNSWICK, NEW JERSEY 08903

the Body
for Questions About Alcohol, No. 1 - The Physiological Effects of Alcohol

7.3 A Discussion Guide for Questions About Alcohol, No. 2 - Community Opinions on Alco
7.4 A Discussion Guide for Questions About Alcohol, No. 3 - Individual Attitudes Towar
7.5 What the Body Does With Alcohol
7.6 What People Do About Alcohol Problems

NATIONAL COUNCIL ON ALCOHOLISM, PUBLICATIONS DIVISION, 2 EAST 103rd STREET, NEW YO

7.9 Thirteen Steps to Alcoholism
7.10 Do's and Don't's
7.11 Alcoholism Is A Disease
7.12 Alcoholism: An Employee Health Problem

AFL-CIO, 2800 1st AVENUE, SEATTLE, WASHINGTON

7.13 What Every Worker Should Know About Alcoholism

NORTH DAKOTA COMMISSION ON ALCOHOLISM, STATE CAPITOL, BISMARCK, NORTH DAKOTA

7.24 Alcohol in Our Society

SHADEL HOSPITAL, 12001 AMBAUM BOULEVARD S.W., SEATTLE, WASHINGTON

7.14 The Nature and Significance of Brain Damage from Alcoholism
7.15 "Hidden" Alcoholics
7.16 The Road to Alcoholism
7.17 Our Social Alcoholics (Reprint)
7.18 Alcoholism, Diagnosis and Treatment

ALCOHOL PROBLEMS ASSOCIATION, ARCADE BUILDING, SEATTLE, WASHINGTON

7.19 Why Wait Until Five Minutes to Twelve
7.23 Services of Seattle Committee on Alcoholism
7.8 The City America Could Build

e for Questions About Alcohol, No. 2 - Community Opinions on Alcohol Problems
e for Questions About Alcohol, No. 3 - Individual Attitudes Toward Alcohol
s With Alcohol
ut Alcohol Problems

N ALCOHOLISM, PUBLICATIONS DIVISION, 2 EAST 103rd STREET, NEW YORK 29, NEW YORK

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Should Know About Alcoholism

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SEATTLE-KING COUNTY HEALTH DEPARTMENT, ALCOHOLISM SECTION, PUB
WASHINGTON

7.21 You Can Avoid Alcoholism
7.22 Thirteen Steps to Alcoholism

WORLD HEALTH ORGANIZATION, COLUMBIA UNIVERSITY PRESS, INTERNAT
2960 BROADWAY, NEW YORK, N. Y. 10027

7.25 World Health (Special Issue on Alcohol)

8.0 WASHINGTON STATE DEPARTMENT OF HEALTH, ALCOHOL SECTION, PUBLI
WASHINGTON 98501

8.1 Vandre, Vincent, "Alcohol the Common Responsibility," Focus
8.2 Hughes, Nick, "Are Highway Killers Always Good Guys," Focus
8.3 Linsky, Arnold S. and Kurle, Milo D., "Community Attitudes an
8.4 "Love and Marriage and Alcoholism."
8.5 Biennium Report. Alcoholism Section.
8.6 Focus On Alcoholism (Bi-monthly publication)
8.7 List of Agencies and Groups Helping Resolve Problem of Alcoho
8.8 Facts About T.B. and Alcoholism: The Dual Illness
8.9 Alcoholism Fact Sheets
8.10 Phases in Alcoholic Addiction in Males
8.11 Teen-Age Drinking (Focus Reprint)
8.12 Is Alcoholism Grounds for Divorce (Focus Reprint)

WASHINGTON STATE LIQUOR CONTROL BOARD, GENERAL ADMINISTRATION

8.13 Liquor Control Laws and Regulations
8.14 Annual Report

9.0 PUBLIC AFFAIRS PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NE

9.1 Alcoholism: A Sickness That Can Be Beaten

OUNTY HEALTH DEPARTMENT, ALCOHOLISM SECTION, PUBLIC SAFETY BUILDING, SEATTLE

Alcoholism
to Alcoholism

RGANIZATION, COLUMBIA UNIVERSITY PRESS, INTERNATIONAL DOCUMENTS SERVICE,
NEW YORK, N. Y. 10027

Special Issue on Alcohol)

TE DEPARTMENT OF HEALTH, ALCOHOL SECTION, PUBLIC HEALTH BUILDING, OLYMPIA
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t, "Alcohol the Common Responsibility," Focus
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TE LIQUOR CONTROL BOARD, GENERAL ADMINISTRATION BUILDING, OLYMPIA, WASHINGTON 98501

Laws and Regulations

PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016

Sickness That Can Be Beaten

10.0 SCIENCE RESEARCH ASSOCIATES, 259 EAST ERIE STREET, CHICAGO, ILLINOIS 60611

10.1 Facts About Alcohol
10.2 What You Should Know About Smoking and Drinking

11.0 NATIONAL SAFETY COUNCIL, 425 NORTH MICHIGAN AVENUE, CHICAGO, ILLINOIS 60611

11.1 Accident Facts (current year)

12.0 LICENSED BEVERAGE INDUSTRIES, INC., 155 EAST 44TH STREET, NEW YORK, NEW YORK 10017

12.1 What is LBI?
12.2 What We Believe About Abstinence, Drinking, Drunkeness, and Alcoholism
12.3 Some Random Thoughts on Alcohol Education (reprint from Journal of School Health)
12.4 About Alcohol and Narcotics (reprint from Association for the Advancement of Instruction About Alcohol and Narcotics)
12.5 The Physiology of Alcohol (reprint from Journal of A.M.A.)

13.0 KEMPER INSURANCE, 4750 SHERIDAN ROAD, CHICAGO 40, ILLINOIS

13.1 What to do About the Employee with a Drinking Problem

ANATOMY AND PHYSIOLOGY

Overview

The mystery and make-up of the human body is a fascinating study [illegible] excitement is lost when students are asked to memorize the names of bones [illegible] wonder of a rib replacing itself after surgery, the principle of the walki [illegible] for breaks, etc. It is also lost when students are asked to label the str [illegible] of considering how skin tans, the value of suntan lotions, the problems of [illegible] the dangers of [illegible] performing plastic surgery.

This unit can be presented by drawing on other areas for related [illegible] [illegible] into the [illegible]. Examples of possible correlations [illegible] and mental [illegible] the circulatory system and hea [illegible] system and [illegible]

[illegible] mental health unit have been [illegible] [illegible] part of body functio [illegible] The [illegible] December issue for [illegible] on [illegible] be such topics as [illegible] etc.

Concepts [illegible] continue through to the s [illegible] year. At each successive level, there is need for increasing complexity.

ANATOMY AND PHYSIOLOGY

[illegible]

COMPETENCIES

Competency I: Students understand and appreciate basic structure, funct

patterns of all living tissue.

Competency II: Students understand and appreciate the organization of an

the body systems.

Competency III: Students continually evaluate available data to understan

of their bodies and appreciate the range of individual di

Competency IV: Students select health behaviors which reflect their unde

of the human body.

COMPETENCIES

understand and appreciate basic structure, function and developmental

of all living tissue. [illegible]

understand [illegible] interrelationship among

systems

continue [illegible] and limitations

bodies [illegible]

select [illegible]

human body

COMPETENCY I: Understand and appreciate the basic structure, function
of all living tissue.

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
Regardless of functions, every cell has basic structural similarities.	Prepare and examine a number of slides of l cells (skin, blood, onion skin, etc.); draw cells. Locate specific types of tissue within the body (i.e. muscles, skin, cartilage in nose dons, mouth, throat lining, bone, hair, fin etc.)
Cells of similar structure combine to form tissues which perform a complex task single tissues cannot perform.	Examine a beef heart minutely observing the tissues that make up these organs. Dissect a frog (or other animal) to find sp and tissues. Construct models of various organs. Draw organs and label parts.
Systems are combinations of organs, or parts of organs, working together to perform those functions necessary to sustain life of the entire body.	Examine model of the human body. Dissect frog to find major body systems.

and and appreciate the basic structure, function and developmental patterns
living tissue.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Prepare and examine a number of slides of living or dead cells (skin, blood, onion skin, etc.); draw examined cells. Locate specific types of tissue within the student's own body (i.e. muscles, skin, cartilage in nose, ear, tendons, mouth, throat lining, bone, hair, fingernails, etc.)	1.1 4.5 1.2 6.14 1.3 6.15 1.8 1.9 1.21 4.1 4.2
re	Examine a beef heart minutely observing the various tissues that make up these organs. Dissect a frog (or other animal) to find specific organs and tissues. Construct models of various organs. Draw organs and label parts.	1.2 1.4 1.5 4.7 5.7
ns e	Examine model of the human body. Dissect frog to find major body systems.	1.1 4.12 1.2 4.19 1.3 5.7 1.4 6.19 1.21 6.20 1.29 6.21 4.9 6.23 4.10 6.24 4.11 6.25

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
	Select one system and summarize its functio structure, and report on recent research fi related to that system.
The degree of effectiveness of any single body system depends upon the effectiveness of other systems.	Discuss result of one system's loss of effe the other systems. (emphysema, lung remova an eye, anemia, mental illness, etc.) Demonstrate with animals the effect of die ciencies on white rats or the effect of dep oxygen by placing rats or mice in a closed tainer for a period of time or discuss effe on body. (See Smoking Education, Alcohol Education and Drug Education Units)

SAMPLE LEARNING EXPERIENCES	RESOURCES
Select one system and summarize its functions, draw its structure, and report on recent research findings related to that system.	6.26 6.29 6.57
Discuss result of one system's loss of effectiveness on the other systems. (emphysema, lung removal, loss of an eye, anemia, mental illness, etc.)	4.14 4.20 4.22
Demonstrate with animals the effect of dietary deficiencies on white rats or the effect of deprivation of oxygen by placing rats or mice in a closed glass container for a period of time or discuss effects of drugs on body.	
(See Smoking Education, Alcohol Education, Nutrition and Drug Education Units)	

COMPETENCY II: Understand and appreciate the organization of and int
body systems.

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
The varied functions of the skeletal system are possible because of the unique design and manner in which bones and muscles interact.	Compare the various extent and limitatio in different joints - ball and socket of of knee, pivot of head on neck. (Discus to posture, sprains, dislocations.) Using a bone joint from butcher shop, ex periosteum, cartilage, ligament, interio Discuss each in relationship to healing Discuss relationship of this to why a wa used. Obtain x-ray negatives of bone structure youth, adult, elderly adult. (compare c observe bone fractures, study body desig
The functions of the cardiovascular and respiratory systems are interdependent.	Trace the route of an oxygen molecule fro into the body until it is eliminated (ca a particle of food, or simply trace a dro starting at any point until its return to i.e., the left auricle) Report on the history, problems and use o transfusions. Discuss blood types. Invite a medical technologist to discuss the blood and their uses. (See Smoking and Health, Respiratory Di Disease, Heredity and Environment Units

stand and appreciate the organization of and interrelationship among the systems.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
the nd	Compare the various extent and limitations of movement in different joints - ball and socket of shoulder, hinge of knee, pivot of head on neck. (Discuss in relation to posture, sprains, dislocations.) Using a bone joint from butcher shop, examine marrow, periosteum, cartilage, ligament, interior structure. Discuss each in relationship to healing of bone fracture. Discuss relationship of this to why a walking cast is used. Obtain x-ray negatives of bone structure of a child, youth, adult, elderly adult. (compare calcification, observe bone fractures, study body design, etc.)	1.1 1.3 1.4 1.21 4.13 4.29 5.7 6.57 7.10
n-	Trace the route of an oxygen molecule from its entry into the body until it is eliminated (can be done with a particle of food, or simply trace a drop of blood starting at any point until its return to that point, i.e., the left auricle) Report on the history, problems and use of blood transfusions. Discuss blood types. Invite a medical technologist to discuss the parts of the blood and their uses. (See Smoking and Health, Respiratory Disease, Heart Disease, Heredity and Environment Units)	1.1 6.61 1.3 7.10 1.4 11.6 1.19 11.7 1.21 1.22 2.4 4.9 4.10 4.17 4.18 4.21 5.7 6.57

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
All food must be broken down (digested) into four basic forms-- glucose, amino acids, fatty acids, and glycerine-- to be utilized by the cells.	Trace the path of several different types o the mouth to the cells or to excretion. Investigate experiments which have tried to why we get hungry. Include report on fasti Show through discussion the foods which wil of the four basic forms for cell utilizatio Draw and label the parts of the digestive s cuss problems of the digestive system and p these problems. (See Nutrition Unit)
Normal body function depends upon a delicate balance of hormones from endocrine glands.	Discuss types and purposes of basal metabol Report on the various effects of "hyper" or activity of the different endocrine glands. (See Family Health Unit)
Understanding the nervous system gives us practical tools to influence our behavior.	Draw and label an individual neuron and the simple reflex and learned response.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Trace the path of several different types of food from the mouth to the cells or to excretion. Investigate experiments which have tried to determine why we get hungry. Include report on fasting records. Show through discussion the foods which will yield each of the four basic forms for cell utilization. Draw and label the parts of the digestive system. Discuss problems of the digestive system and preventions of these problems. (See Nutrition Unit)	1.1 1.3 1.4 1.21 4.11 4.20 6.16 6.20 6.21 6.57 7.10
Discuss types and purposes of basal metabolism tests. Report on the various effects of "hyper" or "hypo" activity of the different endocrine glands. (See Family Health Unit)	1.1 1.3 1.4 1.10 1.21 4.23 4.24 4.27 6.17 6.18 6.57 7.10
Draw and label an individual neuron and the pathways of simple reflex and learned response.	1.1 1.14 1.17 1.21 1.23 1.25 1.30 4.7 4.8 4.12 4.16 4.23

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
	Demonstrate reflex actions: eyes blink when an obje is suddenly brought close; hand jerks away from sour of pain (pin prick). Discuss why a doctor checks reflexes. Relate stimulus-response phenomenon to advertising. Report on eye and ear surgery developed in the last decade. Demonstrate conditional response (i.e., have student mark a line each time teacher says "write." Teacher begins to tap loudly as "write" is spoken. After a time see how many students will mark a line if only loud tap is given). Discuss this in relation to lea ing-- the role of motivation and drill in learning various tasks. Analyze a habit; how did it develop; how can you cha a habit; what determines a need to change. Report on scuba diving, deep sea diving, diving in "bell," etc.; tie reports to voluntary and involunta nervous control of breathing. (See Mental Health and Safety Education Units)

SAMPLE LEARNING EXPERIENCES	RESOURCES
Demonstrate reflex actions: eyes blink when an object is suddenly brought close; hand jerks away from source of pain (pin prick). Discuss why a doctor checks reflexes. Relate stimulus-response phenomenon to advertising. Report on eye and ear surgery developed in the last decade. Demonstrate conditional response (i.e., have students mark a line each time teacher says "write." Teacher begins to tap loudly as "write" is spoken. After a time see how many students will mark a line if only the loud tap is given). Discuss this in relation to learning-- the role of motivation and drill in learning various tasks. Analyze a habit; how did it develop; how can you change a habit; what determines a need to change. Report on scuba diving, deep sea diving, diving in "bell," etc.; tie reports to voluntary and involuntary nervous control of breathing. (See Mental Health and Safety Education Units)	4.24 6.29 4.25 6.30 4.26 6.34 4.41 6.57 4.48 7.10 5.11 11.20 6.3 11.21 6.4 6.5 6.24

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
The reproductive system in both male and female has a two-fold function--reproduction of the species and production of hormones.	Review structure and function of the reproductive systems in the reproduct showing similarities as well as diffe Discuss the differences in chronolog puberty between the sexes with speci the normal range of difference withi (See Family Health Unit)

	SAMPLE LEARNING EXPERIENCES	***RESOURCES***
es s.	Review structure and function of the male and female reproductive systems in the reproduction of the species, showing similarities as well as differences.	1.1 1.3 1.4 1.7 4.15 4.28 4.30 4.33 4.34 4.36 5.1 5.2 5.6 6.57 7.7 7.8 7.10
	Discuss the differences in chronological onset of puberty between the sexes with special emphasis upon the normal range of difference within the sexes. (See Family Health Unit)	

COMPETENCY III: Evaluate continually available data to understand the pote of the body and appreciate the range of individual differe

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
Adolescent growth patterns affect both physical and emotional development.	Discuss through the use of a growth chart lik Wetzel Grid, types of body builds, normal ver mal growth progression, age-height-weight-rel growth spurts, rate of growth and sex differe growth. Discuss problems which may arise fro understanding of these differences. Discuss differences between physical and emot maturity. Invite counselor to discuss changes in emotio with onset of puberty. Invite resource person to discuss sports pote limitations of junior high students. (See Family Health, Mental Health and Hered Environment Units)
Deviation from normal physical structure, because of disease, accident, malformation, demands temporary or permanent adjustments.	Organize a field trip to physical and occupat therapy wing of a local hospital. Invite physical or occupational therapist to these careers.

aluate continually available data to understand the potentials and limitations
the body and appreciate the range of individual differences.

)	SAMPLE LEARNING EXPERIENCES	RESOURCES
tterns and t.	Discuss through the use of a growth chart like the Wetzel Grid, types of body builds, normal versus abnormal growth progression, age-height-weight-relationships, growth spurts, rate of growth and sex differences in growth. Discuss problems which may arise from lack of understanding of these differences. Discuss differences between physical and emotional maturity. Invite counselor to discuss changes in emotional outlook with onset of puberty. Invite resource person to discuss sports potentials and limitations of junior high students. (See Family Health, Mental Health and Heredity and Environment Units)	1.7 1.28 4.37 4.38 5.3 5.4 7.1 7.2 7.3 7.4
l because , mal- nt	Organize a field trip to physical and occupational therapy wing of a local hospital. Invite physical or occupational therapist to discuss these careers.	

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
	Report on people who have overcome gr (i.e., Helen Keller, Beethoven, Glenn Barney Ross, F.D. Roosevelt). (See Health Careers Unit) Discuss protection against diseases a (See Safety Education Unit)

SAMPLE LEARNING EXPERIENCES	RESOURCES
Report on people who have overcome great handicaps (i.e., Helen Keller, Beethoven, Glenn Cunningham, Barney Ross, F.D. Roosevelt). (See Health Careers Unit) Discuss protection against diseases and accidents. (See Safety Education Unit)	

COMPETENCY IV: Select health behaviors which reflect an understanding
human body.

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
During adolescence, regular exercise suited to individual needs and interests becomes especially important.	Interpret physical fitness tests and resul Stress the importance of regular exercise development, endocrine balance, tension, w tenance, posture, general appearance. Perform laboratory tests to see whether th ference in pulse, recovery and respiratory athletes, those who participate in sports tition and those who do not participate i activity during leisure time.
Rest is needed by the body.	Discuss lack of agreement on individual ne relaxation, rest and sleep. Make a class chart on types of fatigue, po possible preventions and possible ways to various types of fatigue. Report on findings of sleep laboratory exp phenomenon of sleep, sleep teaching, brai through sleep deprivation. Report on scientific investigation of drea

t health behaviors which reflect an understanding and appreciation of the body.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ular vi- s r-	Interpret physical fitness tests and results. Stress the importance of regular exercise in: muscle development, endocrine balance, tension, weight maintenance, posture, general appearance. Perform laboratory tests to see whether there is a difference in pulse, recovery and respiratory rates of athletes, those who participate in sports but not competition and those who do not participate in any physical activity during leisure time.	1.3 7.5 1.5 7.6 1.15 8.1 2.1 13.2 2.2 2.3 4.20 4.40 4.42 5.5 5.8
	Discuss lack of agreement on individual needs for relaxation, rest and sleep.	13.1 13.2
	Make a class chart on types of fatigue, possible causes, possible preventions and possible ways to relieve the various types of fatigue.	
	Report on findings of sleep laboratory experiments--phenomenon of sleep, sleep teaching, brain washing through sleep deprivation.	
	Report on scientific investigation of dreams.	

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Posture is the way an individual uses his body, thus it reflects his physical, mental and emotional condition.	Role-play that posture is dynamic, that posture for every physical activity-- si walking, running, jumping, etc. Demonstrate proper lifting, pushing, pul techniques, etc.
Grooming may affect physical and emotional well being.	Discuss changes in ideas concerning good the years in the United States. Compare to other cultures: Australian aborigine natives, Eskimos, Europeans, etc. Develop criteria for evaluating products ing. (deodorants, hair oil, etc.) Sele and read an article on the product; eval Collect two advertisements on product an tisement. (See Mental Health and Consumer Health

SAMPLE LEARNING EXPERIENCES	RESOURCES
Role-play that posture is dynamic, that there is a posture for every physical activity-- sitting, standing, walking, running, jumping, etc. Demonstrate proper lifting, pushing, pulling, ironing techniques, etc.	5.5 7.2 7.11 7.12 6.44 6.50 6.51 7.1
Discuss changes in ideas concerning good grooming over the years in the United States. Compare present customs to other cultures: Australian aborigines, African bush natives, Eskimos, Europeans, etc. Develop criteria for evaluating products used in grooming. (deodorants, hair oil, etc.) Select a product and read an article on the product; evaluate information. Collect two advertisements on product and evaluate advertisement. (See Mental Health and Consumer Health Units)	1.10 7.1 2.8 7.2 4.3 7.11 4.32 7.12 4.44 7.13 4.46 11.1 4.47 11.2 5.9 11.3 5.12 11.4 5.13 13.1 5.14 13.3 5.15 6.23 6.40 6.42 6.43 6.45 6.46 6.47 6.48 6.49 6.60

COMPETENCY I: Understand and appreciate the basic structure, function and developmer of all living tissue.

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Regardless of function, all cells perform certain basic activities.	Identify functions performed by all cells. (metabolism, reproduction) Cite examples showing that the mitosis process is the same in all cells but occurs at differing rates. a. skin - steady replacement but increased rate following injury b. bone - rapid increase during growing periods only Demonstrate osmosis or diffusion: a. Movement of sugar and water can be demonstrated by cutting a hole in the top of a potato, filling it with sugar, peeling the skin from the bottom half and placing the potato upright in a cup half filled with water. b. Cover the end of a thistle tube with a semi-permeable membrane (bladder); partially fill the tube with concentrated sugar-water solution, mark the liquid level and place bottom of tube in a container of water. Demonstrate oxidation of food and release of energy in cell by pouring concentrated sulphuric acid (oxidizer) on a few ounces of sugar in a clear glass container.

erstand and appreciate the basic structure, function and developmental pattern
all living tissue.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
n, all basic	Identify functions performed by all cells. (metabolism, reproduction) Cite examples showing that the mitosis process is the same in all cells but occurs at differing rates. a. skin - steady replacement but increased rate following injury b. bone - rapid increase during growing periods only Demonstrate osmosis or diffusion: a. Movement of sugar and water can be demonstrated by cutting a hole in the top of a potato, filling it with sugar, peeling the skin from the bottom half and placing the potato upright in a cup half filled with water. b. Cover the end of a thistle tube with a semi-permeable membrane (bladder); partially fill the tube with concentrated sugar-water solution, mark the liquid level and place bottom of tube in a container of water. Demonstrate oxidation of food and release of energy in cell by pouring concentrated sulphuric acid (oxidizer) on a few ounces of sugar in a clear glass container.	1.3 1.4 1.11 1.12 1.31 4.4 4.31 5.6 6.3 6.4 6.53 6.54 6.55 6.56 9.1

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Differentiation exists within the various types of tissues.	Committees investigate and report to class on var within tissue groups: 1. Epithelial - hair, skin, stomach lining, gl 2. Muscle - voluntary, involuntary, cardiac 3. Connective - bone, fat, ligament, etc.
The systems of the body complement each other.	Prepare a class chart or develop mobiles to show system activity of certain organs: 1. Pancreas - both digestive and endocrine 2. Liver - various activities 3. Bones - support movement, produce blood cel Give examples of body's efficiency in relation to when compared to man made structures; computors v brain, human kidney and artificial kidney.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Committees investigate and report to class on variations within tissue groups: 1. Epithelial - hair, skin, stomach lining, glandular 2. Muscle - voluntary, involuntary, cardiac 3. Connective - bone, fat, ligament, etc.	1.1 4.35 1.2 4.43 1.3 6.54 1.12 1.21 4.5
Prepare a class chart or develop mobiles to show inter-system activity of certain organs: 1. Pancreas - both digestive and endocrine 2. Liver - various activities 3. Bones - support movement, produce blood cells, etc.	1.12 1.13 1.20 6.22 7.10
Give examples of body's efficiency in relation to size when compared to man made structures; computors versus brain, human kidney and artificial kidney.	

COMPETENCY II: Understand and appreciate the organization of and interrela systems.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Growth, aging and injury affect ossification of bone.	Report on the following. Discuss physiology, research, practical application of informatio 1. healing of fractures 2. dwarfism and giantism 3. arthritis 4. osteoporosis
Skill and endurance are the result of cooperative and complex action of many systems of the body.	Report on experiences of conditioning in athl invite a guest speaker from coaching staff. Investigate (through reading, interviewing, g or field trips) how skill develops. Include skills such as skill in sports, music, art, s Discuss relationship of skill and endurance. Report on reasons for and techniques of doing tests, taking blood pressure, doing electroca readings, etc. Discuss complexity of open heart surgery and in medicine make such an operation possible.
The healthy functioning of the cardiovascular and respiratory systems is basic to optimal well being.	Report on hyperventilation and vital capacity sports. (See Smoking and Health, Community Health, Disease and Heart Disease Units)

derstand and appreciate the organization of and interrelationship among the body
stems.

)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
jury of bone.	Report on the following. Discuss physiology, recent research, practical application of information, etc. 1. healing of fractures 2. dwarfism and giantism 3. arthritis 4. osteoporosis	1.12 1.13 2.7 5.7
are the e and ny	Report on experiences of conditioning in athletics or invite a guest speaker from coaching staff. Investigate (through reading, interviewing, guest speaker or field trips) how skill develops. Include all types of skills such as skill in sports, music, art, sewing, etc. Discuss relationship of skill and endurance.	1.12 1.13 1.16 1.20 1.27 5.7 6.57
	Report on reasons for and techniques of doing blood tests, taking blood pressure, doing electrocardiograph readings, etc. Discuss complexity of open heart surgery and how advances in medicine make such an operation possible.	1.12 9.4 1.13 11.8 2.4 4.6 4.50 5.10 6.11 6.13
ing of nd is basic g.	Report on hyperventilation and vital capacity; relate to sports. (See Smoking and Health, Community Health, Respiratory Disease and Heart Disease Units)	6.25 6.26 7.10 9.2 9.3

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
More and more, research is showing the relationship of the endocrine system to the healthy functioning of the total body.	Report on the advances in endocrinology whic great impact on modern medical practices. (oral substitutes, sex hormones in cancer an therapy, thyroxin regulation, pituitary glan dwarfism, etc.) Evaluate the use of hormone creams and medic hormones. (See Disease Unit)
Understanding the developmental and cyclic changes of the reproductive system bring respect both for the phenomenon of fertilization-gestation-birth and for parental responsibility for the welfare of new life.	Discuss progress in correcting infertility a Relate prenatal well being to nutrition, dis culation. Report on intrauterine operations (See Family Health and Mental Health Units

SAMPLE LEARNING EXPERIENCES	RESOURCES
Report on the advances in endocrinology which have had great impact on modern medical practices. (insulin and oral substitutes, sex hormones in cancer and amenorrhea therapy, thyroxin regulation, pituitary glands use with dwarfism, etc.)	1.10 6.57 1.12 1.13 1.21 1.26 4.39 4.49 6.16 6.17 6.18
Evaluate the use of hormone creams and medications with hormones.	
(See Disease Unit)	
Discuss progress in correcting infertility and fertility.	5.6 6.57 6.58 7.10
Relate prenatal well being to nutrition, disease, circulation. Report on intrauterine operations.	
(See Family Health and Mental Health Units)	

COMPETENCY III: Evaluate continually available data to understand the pot of the body and appreciate the range of individual differ

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
The growth pattern through gestation, infancy, childhood, adolescence and adult life is related to inherited and environmental influences.	Discuss variations of growth spurts at diff Note changes in cultural patterns due to si Americans - clothes, furniture, etc. Throu pictures, demonstrate how the aging process reaches a period when deterioration surpass repair of tissues. Discuss how this degene offers great challenge to the field of medi Discuss weight problems in relationship to ing patterns. (See Family Health and Nutrition Units)
Man's advances in scientific endeavor bring both solutions and potential hazards to his well being.	Report on physiological benefits and/or pro radiation, drugs, space travel, pollution, research. Discuss the importance of critically readin on medical breakthroughs. Report on unethi which have exploited the public. (See Drug Education, Community Health and Health Units)

aluate continually available data to understand the potentials and limitations
the body and appreciate the range of individual differences.

)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
hrough child- d adult nherited fluences.	Discuss variations of growth spurts at different ages. Note changes in cultural patterns due to size change of Americans - clothes, furniture, etc. Through use of pictures, demonstrate how the aging process finally reaches a period when deterioration surpasses growth and repair of tissues. Discuss how this degenerative pattern offers great challenge to the field of medicine. Discuss weight problems in relationship to cultural eating patterns. (See Family Health and Nutrition Units)	1.3 6.37 6.38 6.39
ien- both ial being.	Report on physiological benefits and/or problems of: radiation, drugs, space travel, pollution, ocean floor research. Discuss the importance of critically reading stories on medical breakthroughs. Report on unethical practices which have exploited the public. (See Drug Education, Community Health and Consumer Health Units)	6.1 6.2 6.8

COMPETENCY IV: Select health behaviors which reflect an understanding and appr
human body.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Regular exercise is essential throughout life.	Report on the President's physical fitness progra history and development and exercises. Discuss various types of exercise as to their phys value and probability of carry over into adult lif (calesthenics - isometric, isotonic, etc.; team sp individual sports; running; etc.)
Studies of movement and analysis of skills in various kinds of activities show how to improve efficiency, prevent accidents and reduce fatigue.	Invite a guest speaker on time-motion studies in Invite physical education teacher to demonstrate a of a skill and methods of teaching it. Visit a heart disease rehabilitation center. (See Heart Disease Unit)
Progress has been made in diagnostic and corrective devices to determine, attain, or maintain body well being.	Committees select and report on history of, detect correction of or adjustment to certain health prob eye defects, loss of limbs or parts of body (kidne metabolic disturbances, heart disease (pacemakers, mechanical hearts), periodontal defects. Critically evaluate articles from current publicat on new health and medical practices. (See Disease Unit)

ealth behaviors which reflect an understanding and appreciation of the
dy.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
tial	Report on the President's physical fitness program-- its history and development and exercises. Discuss various types of exercise as to their physiological value and probability of carry over into adult life. (calesthenics - isometric, isotonic, etc.; team sports; individual sports; running; etc.)	1.15 5.18 1.16 13.2 2.5 4.20 5.5 5.16 5.17
es	Invite a guest speaker on time-motion studies in industry. Invite physical education teacher to demonstrate analysis of a skill and methods of teaching it. Visit a heart disease rehabilitation center. (See Heart Disease Unit)	6.57
ain, ng.	Committees select and report on history of, detection of, correction of or adjustment to certain health problems; eye defects, loss of limbs or parts of body (kidney, leg), metabolic disturbances, heart disease (pacemakers, mechanical hearts), periodontal defects. Critically evaluate articles from current publications on new health and medical practices. (See Disease Unit)	1.6 6.28 1.24 6.31 2.6 6.32 4.45 6.33 6.2 6.35 6.6 6.36 6.7 6.58 6.9 6.59 6.10 11.9 6.12 6.27

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(Review all material; Preview all films)

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4.7 Human Brain, EBF
4.8 Eyes: Their Structure and Care, Coronet
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4.24 Making Life Adjustments, McG
4.25 The Brain and Behavior, McG
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4.27 Endocrine Glands - How They Affect You, McG

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4.30 Boy to Man, WSH
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4.32 Charm by Choice, Assoc
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4.43 Tissues of the Human Body, CF
4.44 Personal Hygiene for Boys, WSH
4.45 Open Heart Operation, McG
4.46 Body Care and Grooming, McG
4.47 Your Hair and Scalp, FA
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4.50 Take A Deep Breath, PH

5.0 JOINT COMMITTEE - NATIONAL EDUCATION ASSOCIATION, 1201 16th ST

5.1 Facts Aren't Enough
5.2 Finding Yourself
5.3 As Others See Us
5.4 Height and Weight Interpretations for Boys and Girls
5.5 Operation Lift

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5.16 Exercise and Fitness
5.17 Physical Fitness
5.18 Tips on Athletic Training

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ial Kidney Works." June, 1961
. "They're Freezing Ulcers to Death." January, 1963
Messages from Your Heart: The Electrocardiogram." June, 1963
. "How Science Is Breaking the 'Silence Barrier'." December, 1961
. "Science Takes the Mystery Out of Emphysema." September, 1961
s of Life." November, 1963
G. "The Cell: Chemical Core of Life." November, 1961
G. "Enzymes: Chemical Keys to Health and Disease." December, 1961

6.17 Cooley, Donald G. "Hormones: Your Body's Chemical Rousers, Part I." November, 1962
6.18 Cooley, Donald G. "Hormones: Your Body's Chemical Rousers, Part II." December, 1962
6.19 Earle, Howard. "What You Should Know About Your Kidneys." June, 1961
6.20 "Fuel Refinery for a Chemical Engine." April, 1960. (The Wonderful Human Machine)
6.21 Ratcliffe, J. D. "Enzymes: Your Body's Amazing Chemists." September, 1960
6.22 Ratcliffe, J. D. "Your Liver's Chemical Magic." December, 1963
6.23 "The Skin: Protector and Receptor." March, 1960. (The Wonderful Human Machine)
6.24 "The Special Sense Organs." May, 1960. (The Wonderful Human Machine)
6.25 "The Swing Bellows." February, 1960. (The Wonderful Human Machine)
6.26 "Your Heart: The Perpetual Motion Pump." January, 1960. (The Wonderful Human Machine)
6.27 Covey, John K. and Bakal, Carl. "Myths and Facts About Eye Care." June, 1962
6.28 Landis, James E. "I Can't Hear, Doctor. Is There Any Help?" September, 1963
6.29 Masland, Richard L. "Tracking Down the Enemies of Vision." November, 1963
6.30 Mould, Ward, M.D. "Spots Before Your Eyes." May, 1961
6.31 Orphan, Dennis. "Educating Children Who Are Blind." September, 1962
6.32 Scholz, Roy O., M.D. "Cataract: The Fot That Blinds." January, 1961
6.33 Scholz, Roy O., M.D. "Crossed Eyes: A Needless Handicap." February, 1961
6.34 "View Eclipse Safely With Homemade Device." September, 1962
6.35 "What Parents Should Know About Deafness." September, 1960
6.36 "When You Meet This Man." September, 1961 (assisting the blind)
6.37 Hiscock, Ira, M.D. "Keeping Our Senior Citizens Alive Longer." May, 1962
6.38 "Life Span May Hit 140 Years, Scientists Report." June, 1962
6.39 Snider, Arthur J. "Why Do We Grow Old?" July, 1963
6.40 Bairstow, Bruce, M.D. "All About Acne." November, 1961
6.42 Cronin, Fergus. "What You Should Know About the Skin." January, 1961
6.43 Leth, Carol. "What to Expect From Your Deodorant." June, 1963
6.44 Root, Lin. "Getting the Most Out of Your Feet." March, 1961
6.45 Thale, Harold B. "Facts and Fallacies About Plastic Surgery." April, 1963
6.46 Vath, William R. "Are American Women Becoming Bald?" January, 1962
6.47 Harmount, James G. "The Art of Cleanliness." December, 1965
6.48 Harmount, James G. "Man's Oldest Fallout Problem: Baldness." August, 1963
6.49 Harmount, James G. "Suntan In A Bottle: How Safe? How Effective?" June, 1961
6.50 Wesley, Wallace Ann. "The ABC's of Perfect Posture." March, 1962
6.51 Wesley, Wallace Ann. "More ABC's of Perfect Posture." April, 1962
6.59 Berland, Theodore. "More Spare Parts for Humans." July, 1966
6.60 Walsh, Thomas F. "The Case of the Sunburned Mannequins." August, 1965
6.61 Barton, Frank W. "The Battle Over Blood." February, 1966

SCIENTIFIC AMERICAN

6.53 Brachet, Jean. "The Living Cell." September, 1961
6.54 Fischberg, Michael and Blackler, Antonie W. "How Cells Specialize." September, 1961
6.55 Holter, Heinz. "How Things Get Into Cells." September, 1961

6.56 Lehninger, Albert L. "How Cells Transform Energy." Septembe

LIFE

6.57 Series on Human Body: Marvel of Motion, October 26, 1962; Ho
1962; The Energy Factory, March 29, 1963; The Circuits of the
Lifegiving Balancing Act, November 8, 1963.

6.58 Profound and Astonishing Biological Revolution Series: Contr
Gifts of Life from the Dead, September 17, 1965; Rebuilt Peopl
Onrushing Moral Crisis, October 1, 1965.

7.0 WASHINGTON STATE DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, RO WASHINGTON

7.1 A Boy and His Physique
7.2 A Girl and Her Figure
7.3 Overweight and Underweight
7.4 Weight Watching Tips for Teens
7.5 We May Be Sitting Ourselves to Death
7.11 My Reflections
7.12 Posture on Parade

CENTURY CUSTOM RECORDS, 517 NORTH 83rd, SEATTLE, WASHINGTON

7.6 Club 15
7.7 Threshold of Manhood
7.8 Threshold of Womanhood

DENOYER BODY CHARTS - DENOYER-GEPPERT COMPANY, 5235 RAVENSWOO

7.10 Charts

BRISTOL-MEYERS PRODUCTS DIVISION, EDUCATIONAL SERVICE, DEPART NEW YORK, NEW YORK 10020

7.13 Give Yourself a Boost

Albert L. "How Cells Transform Energy." September, 1961

Human Body: Marvel of Motion, October 26, 1962; How Our Food Becomes Fuel, December 7,
Energy Factory, March 29, 1963; The Circuits of the Sense, January 28, 1963; The
Balancing Act, November 8, 1963.
nd Astonishing Biological Revolution Series: Control of Life, September 10, 1965;
ife from the Dead, September 17, 1965; Rebuilt People, September 24, 1965; The
Moral Crisis, October 1, 1965.

STATE DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, ROOM 206 ARIES BUILDING, SEATTLE,
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His Physique
Her Figure
and Underweight
tching Tips for Teens
Sitting Ourselves to Death
tions
Parade

USTOM RECORDS, 517 NORTH 83rd, SEATTLE, WASHINGTON

of Manhood
of Womanhood

ODY CHARTS - DENOYER-GEPPERT COMPANY, 5235 RAVENSWOOD AVENUE, CHICAGO, ILLINOIS 60640

EYERS PRODUCTS DIVISION, EDUCATIONAL SERVICE, DEPARTMENT U.V., 45 ROCKEFELLER PLAZA,
NEW YORK 10020

self a Boost

8.0 STATE OFFICE OF PUBLIC INSTRUCTION, OLYMPIA, WASHINGTON 98501

8.1 Physical Fitness Test Manual for Secondary Schools

9.0 PUBLIC AFFAIRS PAMPHLETS, 22 EAST 38th STREET, NEW YORK 16, NEW YORK 100

9.1 Cell Examination
9.2 Your Blood Pressure
9.3 Emphysema
9.4 Blood - New Uses for Saving Lives

11.0 DIRECTOR, HEALTH EDUCATION, ANTI-TUBERCULOSIS LEAGUE OF KING COUNTY, 5118
SEATTLE 98101

11.1 A More Attractive You
11.2 Beauty Habit or How To Be a Doll
11.3 Grooming and Beauty
11.4 Off to a Beautiful Start

AMERICAN RED CROSS (See Local Telephone Directory or Write Seattle-King Co
Second Avenue, Seattle, Washington.)

11.6 Story of Blood
11.7 Poster: Blood As A Medicine
11.8 Blood and the Nation's Health

ASSOCIATION FOR THE AID OF CRIPPLED CHILDREN, 345 EAST 46th STREET, NEW YO

11.9 Experiments in Survival

WASHINGTON STATE SOCIETY FOR THE PREVENTION OF BLINDNESS, 310 15th AVENUE

11.20 Professor Ludwig Von Drake's I.Q.
11.21 The Most Wonderful Eyes in the World

PUBLIC INSTRUCTION, OLYMPIA, WASHINGTON 98501

s Test Manual for Secondary Schools

PAMPHLETS, 22 EAST 38th STREET, NEW YORK 16, NEW YORK 10016

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s for Saving Lives

H EDUCATION, ANTI-TUBERCULOSIS LEAGUE OF KING COUNTY, 5118 ARCADE BUILDING,

ve You
How To Be a Doll
auty
ful Start

OSS (See Local Telephone Directory or Write Seattle-King County Chapter, 2106
Seattle, Washington.)

As A Medicine
ation's Health

THE AID OF CRIPPLED CHILDREN, 345 EAST 46th STREET, NEW YORK 10017

Survival

E SOCIETY FOR THE PREVENTION OF BLINDNESS, 310 15th AVENUE EAST, SEATTLE 98102

g Von Drake's I.Q.
ful Eyes in the World

13.0 JOHN HANCOCK MUTUAL LIFE INSURANCE COMPANY, HEALTH EDUCATION SERVI
BOSTON, MASSACHUSETTS 02117

13.1 Sleep - The Restorer

EQUITABLE LIFE ASSURANCE SOCIETY, MEDICAL DEPARTMENT, 1285 AVENUE
NEW YORK 10000

13.2 Time In Your Hands

METROPOLITAN LIFE INSURANCE COMPANY, HEALTH AND WELFARE DIVISION,
CALIFORNIA 94120

13.3 For A Prettier, Peppier You

MUTUAL LIFE INSURANCE COMPANY, HEALTH EDUCATION SERVICE, 200 BERKELEY STREET,
CHUSETTS 02117

estorer

E ASSURANCE SOCIETY, MEDICAL DEPARTMENT, 1285 AVENUE OF THE AMERICAS, NEW YORK,
00

Hands

LIFE INSURANCE COMPANY, HEALTH AND WELFARE DIVISION, 600 STOCKTON, SAN FRANCISCO,
4120

r, Peppier You

COMMUNITY HEALTH UNIT

Overview

This unit is designed to help students realize that as a part of any community they can affect health conditions and furthermore they can affect change in those conditions if change is necessary and desirable. It is also designed to show community organization which already exists for the promotion of public health.

Environmental factors include mental and social as well as physical factors.

Actually exploring a local community's organization, problems and viewpoints makes this unit a meaningful one. Classroom teaching [illegible] community health too remote for student interest.

This unit can easily [illegible] guide.

COMPETENCIES

Competency I: Students understand the environmental factors which affect health in a community.

Competency II: Students participate in actions which favorably influence community health.

COMPETENCY I: Understand environmental factors which affect health.

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
Air and water pollution may have serious effects on humans, animals and property.	Discuss sources of air and water pollution. posters that could be used in the community t the sources of air and water pollution. Demonstrate air pollution by pumping air from other area through filter paper. (or ask loc departments for used filter paper from their stations) Invite a speaker from industry, health depart public works to discuss pollution problems an in your community. Discuss changes in civilization that have con water and air contamination (consider such to air conditioners, detergents, automobile exha radiation). Review the physiological process of breathing ing body's ability to filter air; discuss pos damage to the respiratory system when our fil system cannot cope with the quantity of pollu which is is exposed. Reports or demonstrations: 1. Proper way to fill and use scuba tanks. 2. Survey of industrial areas to determine damage from air pollution.

Understand environmental factors which affect health.

High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
ilution effects on and prop-	Discuss sources of air and water pollution. Develop posters that could be used in the community to explain the sources of air and water pollution. Demonstrate air pollution by pumping air from shop or other area through filter paper. (or ask local health departments for used filter paper from their monitoring stations) Invite a speaker from industry, health department or public works to discuss pollution problems and solutions in your community. Discuss changes in civilization that have contributed to water and air contamination (consider such topics as air conditioners, detergents, automobile exhausts, radiation). Review the physiological process of breathing emphasizing body's ability to filter air; discuss possible damage to the respiratory system when our filtering system cannot cope with the quantity of pollution to which is is exposed. Reports or demonstrations: 1. Proper way to fill and use scuba tanks. 2. Survey of industrial areas to determine building damage from air pollution.	1.1 1.2 1.4 1.5 1.6 1.9 1.12 1.13 1.14 1.31 2.1 2.2 2.3 2.5 2.6 2.12 2.13 2.20 2.21 2.24 3.1 3.3 4.8 4.12 4.13 4.22 4.32 4.33

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
	3. Demonstrate how to have purified water on out (boiling, chemical treatment, chlorine, natur purification, bottled water). 4. Set up microscopes to examine water from man sources e.g., tap water, well water, ditch wa stagnant water. (See Respiratory Disease Unit)
The safety of foods is maintained in many ways.	Plan a camping trip and demonstrate or discuss safe storage and utilization of food. Invite a local health officer to discuss: food bor diseases (salmonella, staph, strep toxins, bilharzi and trichinosis, dysentery). Ask the home economics department to discuss or dem strate safe processing methods. Report on methods of meat, dairy and other food pro cessing and storing 100 years ago. Construct a written test that could be given to gen public (or class) concerning how to keep food safe. (See Nutrition, Disease and Consumer Health Units

gh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	3. Demonstrate how to have purified water on outings (boiling, chemical treatment, chlorine, natural purification, bottled water). 4. Set up microscopes to examine water from many sources e.g., tap water, well water, ditch water, stagnant water. (See Respiratory Disease Unit)	4.34 9.1 4.36 11.3 4.39 6.9 6.12 6.18 8.2 8.4
ds is y ways.	Plan a camping trip and demonstrate or discuss safe storage and utilization of food. Invite a local health officer to discuss: food borne diseases (salmonella, staph, strep toxins, bilharziasis and trichinosis, dysentery). Ask the home economics department to discuss or demonstrate safe processing methods. Report on methods of meat, dairy and other food processing and storing 100 years ago. Construct a written test that could be given to general public (or class) concerning how to keep food safe. (See Nutrition, Disease and Consumer Health Units)	2.7 2.9 2.23 2.25 2.26 4.17 4.20 4.21 4.26 4.27 8.5 8.6

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Wise use of insecticides and pesticides is a complex problem.	Assemble and summarize current reports regard ticides and pesticides from magazines and pro periodicals. Analyze their statements about of insecticides and pesticides on soil, crops and humans. Debate the desirability of limiting or elimina use of pesticides. (Before the debate have c develop criteria for judging soundness of fac debate have students write a paragraph on whe they would permit the use of pesticides. (Th graphs should show the basis for their decisi utilize information learned from the debate.) these paragraphs. (See Safety Education and Consumer Health U

	SAMPLE LEARNING EXPERIENCES	RESOURCES
s -	Assemble and summarize current reports regarding insecticides and pesticides from magazines and professional periodicals. Analyze their statements about the effects of insecticides and pesticides on soil, crops, fruit and humans. Debate the desirability of limiting or eliminating the use of pesticides. (Before the debate have class develop criteria for judging soundness of facts.) After debate have students write a paragraph on whether or not they would permit the use of pesticides. (The paragraphs should show the basis for their decisions and utilize information learned from the debate.) Discuss these paragraphs. (See Safety Education and Consumer Health Units)	1.26 1.27 1.29 2.27 2.29 4.18 4.41 6.1 6.2 6.4 6.21 6.29 6.30

COMPETENCY II: Participate in actions which influence community health

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
Regulations are necessary for everyday living.	Visit with sanitarians from the local heal or employees of plumbing establishments to regulations on home plumbing installation, for trailers when camping and regulations public rest rooms. Assign students to tour boys' and/or girls and discuss condition of rooms; discuss in responsibilities for any conditions found. Individual or committee investigations and laws regulating food production and distri interstate and intrastate; school health l public health laws; rules, regulations and for control of communicable diseases such meningitis, hepatitis and others of specia regulations concerning radiation; benefits, regulations in use of pesticides. (See Disease and Consumer Health Units)
Community action can influence environment.	Construct a bulletin board display showing United States Public Health Services, state levels, using colored yarn to show interrel (Tie in other health agencies: official, vo and professional, i.e. American Cancer Soci Medical Association, United States Departme culture.)

icipate in actions which influence community health.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ary	Visit with sanitarians from the local health department or employees of plumbing establishments to determine regulations on home plumbing installation, regulations for trailers when camping and regulations concerning public rest rooms. Assign students to tour boys' and/or girls' lavatory and discuss condition of rooms; discuss individual responsibilities for any conditions found. Individual or committee investigations and reports on: laws regulating food production and distribution, both interstate and intrastate; school health laws and other public health laws; rules, regulations and procedures for control of communicable diseases such as tuberculosis, meningitis, hepatitis and others of special interest; regulations concerning radiation; benefits, hazards and regulations in use of pesticides. (See Disease and Consumer Health Units)	1.1 2.4 2.8 2.11 6.7 6.8 6.14 8.3 8.4 8.6
	Construct a bulletin board display showing branches of United States Public Health Services, state and local levels, using colored yarn to show interrelationships. (Tie in other health agencies: official, voluntary and professional, i.e. American Cancer Society, American Medical Association, United States Department of Agriculture.)	2.19 9.2 3.2 11.1 4.2 4.19 4.35 6.5 8.7

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
	Investigate and report on each local or state public health service and show how each of the services relates to the student, i.e. sanitation checks on swimming areas, birth certificates issued, immunizations if one travels, etc. Give service to your community. (Red Cross, candy stripers, work with voluntary agencies on Christmas seal mailing, etc.) (See Disease Unit and Consumer Health Units)
National and local agencies are organized to deal with problems.	Divide class into groups and investigate through reac ing and visitations the work of the following in protecting our food: Sanitation Department (local health department) Federal Drug Administration Better Business Bureau Bureau of Animal Industry Federal Trade Commission Invite speakers from local civil defense organizatio and local fire department. (See Safety Education and Consumer Health Units)

SAMPLE LEARNING EXPERIENCES	RESOURCES
Investigate and report on each local or state public health service and show how each of the services relates to the student, i.e. sanitation checks on swimming areas, birth certificates issued, immunizations if one travels, etc. Give service to your community. (Red Cross, candy stripers, work with voluntary agencies on Christmas seal mailing, etc.) (See Disease Unit and Consumer Health Units) Divide class into groups and investigate through reading and visitations the work of the following in protecting our food: Sanitation Department (local health department) Federal Drug Administration Better Business Bureau Bureau of Animal Industry Federal Trade Commission Invite speakers from local civil defense organization and local fire department. (See Safety Education and Consumer Health Units)	

COMPETENCY I: Understand factors which affect health.

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Conservation and control of water and air affect our world community.	Discuss the following in relationship to pr civilization in the past and in the future: 1. Availability of water (human use; tra medical, technical, scientific and ir uses). 2. Conversion of salt water and purifica 3. Conservation (recycling, restricting cient use). Investigate and prepare reports about commu which help conserve, protect and purify wat (Health Department, Fish and Wild Life Serv servation Department, private organizations Committee reports: 1. Daily community water consumption and conservation. 2. Economic aspects of conversion, purif servation. 3. Influence of water upon community eco (recreation, tourism, business opport 4. Distribution of water from surplus ar supply areas. 5. Economic aspects of water-borne disea munity. Explore the aspects of the limited availabi in space and in underwater research and th of life in these environments; investigate countries.

stand factors which affect health.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
l of r	Discuss the following in relationship to progress of civilization in the past and in the future: 1. Availability of water (human use; transportation; medical, technical, scientific and industrial uses). 2. Conversion of salt water and purification of water. 3. Conservation (recycling, restricting use, efficient use). Investigate and prepare reports about community groups which help conserve, protect and purify water supplies. (Health Department, Fish and Wild Life Service, Conservation Department, private organizations) Committee reports: 1. Daily community water consumption and possible conservation. 2. Economic aspects of conversion, purification, conservation. 3. Influence of water upon community economics (recreation, tourism, business opportunities). 4. Distribution of water from surplus areas to limited supply areas. 5. Economic aspects of water-borne diseases in a community. Explore the aspects of the limited availability of air in space and in underwater research and the possibility of life in these environments; investigate life in arid countries.	1.3 1.7 1.10 1.11 1.15 1.19 1.20 1.24 1.25 1.26 1.28 1.29 2.4 2.8 2.10 2.11 2.28 2.30 4.4 4.9 4.10 4.14 4.16 4.28 4.29 4.30 4.31 4.37 4.40 6.10 6.18 7.3 8.1 8.9 9.2

COMPETENCY II: Participate in actions which influence community hea

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Communities need cooperative planning to enhance health.	Select any timely and pertinent region such as: 1. Need for hospital or mental heal 2. Air or water pollution. 3. Rehabilitation centers for alcoh 4. Food sanitation. 5. Noise abatement. Organize class to investigate the sele by: 1. Interviewing city or county plan (or boards of health) to determi vidual citizen can have a voice munity or county health problems commission exists, determine if for one, how it would organize a what problems it could consider. 2. Reviewing state and local regula pertaining to the problem. (i.e pertaining to permanent and mobi tals, nursing homes, group care 3. Determining current trends and r selected regional problem (i.e., facilities for treatment of emot 4. Establishing needs in this area needs of emotional problems, sui national statistics, discuss wit committees local problems and ex especially concerning waiting li facilities).

rticipate in actions which influence community health.

)	SAMPLE LEARNING EXPERIENCES	RESOURCES
perative health.	Select any timely and pertinent regional health problem such as: 1. Need for hospital or mental health facilities. 2. Air or water pollution. 3. Rehabilitation centers for alcoholics. 4. Food sanitation. 5. Noise abatement. Organize class to investigate the selected health problem by: 1. Interviewing city or county planning commissions (or boards of health) to determine how the individual citizen can have a voice in remedying community or county health problems. (If no commission exists, determine if there is a need for one, how it would organize and function and what problems it could consider.) 2. Reviewing state and local regulations and laws pertaining to the problem. (i.e., regulations pertaining to permanent and mobile homes, hospitals, nursing homes, group care homes, etc.) 3. Determining current trends and research on the selected regional problem (i.e., new trends in facilities for treatment of emotional problems). 4. Establishing needs in this area (i.e., survey needs of emotional problems, suicide rates, national statistics, discuss with mental health committees local problems and existing facilities, especially concerning waiting lists for existing facilities).	1.12 1.16 1.18 1.20 1.30 2.4 2.15 2.16 2.17 2.18 2.22 4.1 4.3 4.5 4.6 4.7 4.11 4.23 4.24 4.25 4.38 4.39 6.5 6.11 6.13 6.15 6.16 6.20 6.22 6.23 6.24 6.25 6.26 6.27 7.4 7.5 7.6 7.7 8.8 8.10 9.4 9.5 9.6 11.1

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
	5. Interviewing men in industry to determine efforts being made to alleviate the select blem (alcohol rehabilitation, air or water pollution). Interview city government peo what local, state or national governmental are doing. Then organize a student city planning meeting to regional problem. Through discussion, bring out information gathered from the above investigatio mination projects may be in the form of: 1. Recommendations of regulations or laws whi be passed or changed. 2. Newspaper articles on the responsibility o viduals, industry, local government, state ment, national government or regional grou solving this problem. 3. School display of the problem and possible tions. 4. Report to social studies classes (or coord of total project with contemporary problem classes). (See Alcohol Education, Mental Health and Cons Health Units)

SAMPLE LEARNING EXPERIENCES	*RESOURCES*
5. Interviewing men in industry to determine current efforts being made to alleviate the selected problem (alcohol rehabilitation, air or water pollution). Interview city government people on what local, state or national governmental agencies are doing. Then organize a student city planning meeting to solve the regional problem. Through discussion, bring out the information gathered from the above investigations. Culmination projects may be in the form of: 1. Recommendations of regulations or laws which should be passed or changed. 2. Newspaper articles on the responsibility of individuals, industry, local government, state government, national government or regional groups in solving this problem. 3. School display of the problem and possible solutions. 4. Report to social studies classes (or coordination of total project with contemporary problems classes). (See Alcohol Education, Mental Health and Consumer Health Units)	

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
The goal of optimal well being transcends local, state, national, international and political boundaries.	Investigate health regulations of foreign re-entry of citizens to the United States. problems of administering these regulation reason for keeping up immunizations as an though one does not travel? [There is a tremendous amount of research the government, National Academy of Scienc services and industry and non-profit grou RAND Corporation concerning the effects ma environment has on him (atmosphere, water, fall, temperature). These studies are gea controlling (improving) environmental fact benefit of all mankind (world wide). This so extensive that some aspect of it is no in or near every community in the state of Personnel may be available to come to clas sultation or for representatives of the c visit, observe and report back.]

High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
mal well local, inter- itical	Investigate health regulations of foreign visitors and re-entry of citizens to the United States. Discuss problems of administering these regulations. Is there reason for keeping up immunizations as an adult even though one does not travel? [There is a tremendous amount of research sponsored by the government, National Academy of Science, armed services and industry and non-profit groups such as RAND Corporation concerning the effects man's physical environment has on him (atmosphere, water, soil, rainfall, temperature). These studies are geared toward controlling (improving) environmental factors to the benefit of all mankind (world wide). This research is so extensive that some aspect of it is no doubt located in or near every community in the state of Washington. Personnel may be available to come to classes for consultation or for representatives of the classes to visit, observe and report back.]	1.18 1.19 1.21 1.22 1.23 4.15 6.3 6.6 6.17 6.19 6.28 7.1 7.2 7.5 9.3

COMMUNITY HEALTH RESOURCES

(Review all material; Preview all films)

1.0 BOOKS

1.1 Dasmann, Raymond F. ENVIRONMENTAL CONSERVATION. Wiley, 1959
1.2 Carhart, Arthur H. WATER--OR YOUR LIFE. Lippincott, 1959
1.3 Bauer, Helen. WATER, RICHES OR RUIN. Doubleday, 1959
1.4 Green, Ivan. WATER, OUR MOST VALUABLE NATURAL RESOURCE. Coward, 195
1.5 Shippen, Katherine B. THE GREAT HERITAGE. Viking Press, 1963
1.6 Harrison, C. William. CONSERVATIONIST AND WHAT THEY DO. Watts, 196
1.7 Helfman, Elizabeth S. WATER FOR THE WORLD. McKay, 1960
1.9 Hitch, Allen S. and Sorenson, Marian. CONSERVATION AND YOU. VanNos
1.10 Riedman, Sarah R. WATER FOR PEOPLE. Abelard-Schuman, 1960
1.11 United States Department of Agriculture Yearbook. WATER. United Sta
1.12 Udall, Stewart L. QUIET CRISIS. Holt, 1963
1.13 Archer, Sellers G. RAIN, RIVER AND RESERVOIRS. Coward-McCann, 1963
1.14 Graham, Edward H. and Van Dersal, William R. WATER FOR AMERICA. Wal
1.15 Bronson, Wilfred S. FREEDOM AND PLENTY: OURS TO SAVE. Harcourt, 19
1.16 Administration of Community Health Services, International City Manag
Management
1.18 American Public Health Association. COMMUNICABLE DISEASE IN MAN. 10
1.19 Bardach, John E. DOWNSTREAM. Harper, 1964
1.20 Benedict, Ruth. CHRYSANTHEMUM AND THE SWORD. Houghton
1.21 Morgan, Murray. DOCTORS TO THE WORLD. Viking, 1958
1.22 The United States and the World Health Organization: Teamwork for Ma
Senate Subcommittee on Reorganizations, April 1961
1.23 Soper, Fred L. Report of the Director of the Pan American Sanitary B
Governments of the Pan American Sanitary Organization, January, 1954
Pan American Sanitary Bureau, Regional Office of World Health Organiz
D. C., 1957
1.24 Burns, Neal M. and others. UNUSUAL ENVIRONMENTS AND HUMAN BEHAVIOR.
1.25 Camp, Thomas R. WATER AND ITS IMPURITIES. Reinhold, 1963
1.26 Carr, Donald E. BREATH OF AIR. Norton, 1965
1.27 Carson, Rachel. SILENT SPRING. Houghton, 1962
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1.29 Lewis, Howard R. WITH EVERY BREATH YOU TAKE. Crown, 1964

COMMUNITY HEALTH RESOURCES

(Review all material; Preview all films)

F. ENVIRONMENTAL CONSERVATION. Wiley, 1959
H. WATER--OR YOUR LIFE. Lippincott, 1959
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. and Van Dersal, William R. WATER FOR AMERICA. Walek, 1956
S. FREEDOM AND PLENTY: OURS TO SAVE. Harcourt, 1953
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Health Association. COMMUNICABLE DISEASE IN MAN. 10th edition
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1.30 Schubert, Jack and Lapp, Ralph E. RADIATION: WHAT IT IS AND HO
1.31 Johnson, James R. ANYONE CAN BACKPACK IN COMFORT. MacKay, 1965

2.0 FOOD AND DRUG ADMINISTRATION, SEATTLE DISTRICT, FEDERAL OFFICE B
SEATTLE, WASHINGTON 98104

2.29 Facts for Consumers - Pesticide Residues

PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DE
AND WELFARE, WASHINGTON, D. C. 20201

2.1 Air Pollution and Respiratory Disease
2.2 Let's Clear the Air
2.3 Safe Drinking Water in Emergencies
2.4 Scientific Statemanship in Air Pollution Control
2.5 How Polluted Is the Air Around Us?
2.6 Public Enemy No. 1: Air Pollution
2.7 You Can Prevent Food Borne Illness
2.8 Clean Air Act
2.9 From Hand to Mouth
2.10 Clean Water Is Everybody's Business (speaker's guide to filmstri
2.11 Clean Air Act Amendments and Solid Waste Disposal Act of 1965
2.12 What About Radiation
2.13 With Every Breath You Take
2.15 Aid for Community Hospitals and Other Health Facilities. Facts
2.16 Availability of Services for Nursing Care of the Sick at Home
2.17 Alcoholism: Community Agency Attitudes and Their Impact on Trea
2.18 The Community Mental Health Centers Act
2.19 The Public Health Service Today
2.20 Electrochemical Treatment of Municipal Waste Water
2.21 Pollution and Life in Water
2.22 The Comprehensive Community Mental Health Center--Concept and Ch
2.23 What You Should Know About Oysters, Clams, and Mussels
2.24 Air Around Us
2.25 Cold Facts About Home Food Protection
2.26 Home Sanitation
2.27 Pesticides
2.28 Influence of Impoundments on Water Quality
2.30 Clean Blue Water (boat owners and clean water)

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UG ADMINISTRATION, SEATTLE DISTRICT, FEDERAL OFFICE BUILDING, 909 FIRST AVENUE,
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nsumers - Pesticide Residues

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ould Know About Oysters, Clams, and Mussels
Us
About Home Food Protection
tion

f Impoundments on Water Quality
Water (boat owners and clean water)

3.0 FILMSTRIPS

3.1 Clean Water Is Everybody's Business, PH
3.2 Our Health Is In Your Hands, PH
3.3 Using Natural Resources, EBF

4.0 FILMS

4.1 Defending the Cities Health, EBF
4.2 Community Health and You, McG
4.3 Community Health Is Up To You, McG
4.4 Pollution in Paradise, UW
4.5 House of Man: Our Changing Environment, UW
4.6 Engineering Your Health, WSU
4.7 So Much for So Little, UW
4.8 Nature's Plan, EBF
4.9 Water, UC
4.10 Arteries of Life, EBF
4.11 Behind the Menus, NFBC
4.12 Water and Life, McG
4.13 Clean Waters, GE
4.14 Water for the Community, Coronet
4.15 International Health: Big Day in Bugo, Assoc
4.16 River Nile, McG
4.17 Best Food in Town, WSH
4.18 Chemicals Vital to Our Food Supply, WSH
4.19 Report on Tomorrow, WSH
4.20 Why Foods Spoil, EBF
4.21 Three Squares, USDA
4.22 Conserving Our Water Resources Today, Coronet
4.23 Man's Problem, EBF
4.24 The Breath of Life, ARC
4.25 Another Light, IFB
4.26 An Outbreak of Salmonella, WSH
4.27 An Outbreak of Staphylococcus Infection, WSH
4.28 The Problem With Water Is People, McG
4.29 The First Mile Up, McG

4.30 Limiting Factors, McG
4.31 Ill Winds On A Sunny Day, PH
4.32 Pall Over Our Cities, PH
4.33 Sources of Air Pollution, PH
4.34 Effects of Air Pollution, PH
4.35 Control of Air Pollution, PH
4.36 Breathe at Your Own Risk, PH
4.37 Expedition: City Fallout, PH
4.38 Take A Deep Breath, PH
4.39 Let's Clear the Air, PH
4.40 It's Your Decision, Assoc
4.41 Safe Use of Pesticides, FDA

6.0 CONSUMER REPORTS

6.1 Ill Advised Secrecy, August 1963
6.2 Another Silent Spring, June 1964

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6.3 "The Needless Agony of Smallpox." March, 1963
6.4 Earle, Howard. "Pesticides: Facts, Not Fear." February, 1963
6.5 Bauer, W.W. "Your Health Department." May, 1955
6.6 Cassels, Louis. "They Save Lives on a Global Scale." January, 1961
6.7 "How Cities Mobilize Against Polio." September, 1962
6.8 "Hepatitis." June, 1961
6.9 "Water, Thirst, Your Health." August, 1962
6.10 Anderson, Kenneth N. "The Coming Struggle for Clean Water." August, 1961
6.11 Gibson, John E. "How Color Affects Your Life." September, 1962
6.12 Kaplan, Jack. "Our Unclean Air." March, 1962
6.13 Earle, Howard. "A Self-Help Plan for Doctorless Towns." September, 1963
6.14 Montgomery, Charlotte. "A City Without Garbage." July, 1960
6.15 Ribicoff, Abraham. "Report on the Nation's Health." August, 1961
6.16 "Their Mountain Hospital--A Service to the Community." September, 1960
6.17 Thomson, J.R. and Dockter, K.W. "Finding Life in Outer Space." April, 1966
6.18 (Special Report - "Air, Water, Food Pollution, and Contamination"). March, 1966
6.19 Winchester, James. "They Stopped A Tropical Epidemic." December, 1965

AMERICAN JOURNAL OF PUBLIC HEALTH

6.20 Burney, LeRoy. "Community Organization: An Effective Tool." Jan

SPORTS ILLUSTRATED

6.21 Kraft, V. "Life-Giving Spray; Contrary to Rachel Carson's Silent

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6.22 "Alaska Designs for a Complex Community." November, 1963
6.23 "Programming Mental Health Facilities." November, 1963
6.24 "Community Mental Health Centers, A New Concept." November, 1963

CHANGING TIMES

6.25 "Careers in Planning; Problems of City Growth, Traffic, Land Use."

NEW REPUBLIC

6.26 McKenzie-Pollock, J.S. "Planning for Health." May 9, 1964
6.27 "Summing Up: What Can We Do and What Lies Ahead." November, 196

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6.28 Schneider, Elsa. "Health Knows No Boundaries." March, 1964

JOURNAL OF ENVIRONMENTAL HEALTH

6.29 (six articles on pesticides) January, February, 1963
6.30 "Effects of Pesticides on Environment." March, April, 1964

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fects of Pesticides on Environment." March, April, 1964

7.0 WORLD HEALTH ORGANIZATION - COLUMBIA UNIVERSITY PRESS, INTERNATIONAL DOC
2960 BROADWAY, NEW YORK, NEW YORK 10027

7.1 Fact Sheet
7.2 Its Global Battle Against Disease
7.3 World Health Magazine. July, August, 1964 (water)
7.4 World Health Magazine. January, 1964
7.5 1947 - 1964 Catalogue of WHO Publications

NATIONAL COMMISSION ON COMMUNITY HEALTH SERVICES, 7815 OLD GEORGETOWN RO
MARYLAND 20014

7.5 Changing Environmental Hazards. Challenges to Community Health
7.6 Health Manpower: Action to Meet Community Need
7.7 Health Is A Community Affair

8.0 WASHINGTON POLLUTION CONTROL COMMISSION, 409 PUBLIC HEALTH BUILDING, OLY

8.1 How a Sewage Treatment Plant Works
8.2 The Fight to Save America's Waters
8.9 Pollution Control Doesn't Cost. . .It Pays
8.10 Pollution Control Commission

WASHINGTON STATE DEPARTMENT OF HEALTH, OLYMPIA, WASHINGTON 98501

8.3 Rules and Regulations of the State Board of Health
8.4 Safe Water
8.5 Food and Beverage Service, Workers Manual
8.6 (Inspection Forms)
8.7 Know and Use Your Health Department

WASHINGTON STATE AIR POLLUTION CONTROL, SMITH TOWER, SEATTLE, WASHINGTON

8.8 The Challenge to Preserve Our State's Air Quality

HEALTH ORGANIZATION - COLUMBIA UNIVERSITY PRESS, INTERNATIONAL DOCUMENTS SERVICE, BROADWAY, NEW YORK, NEW YORK 10027

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lobal Battle Against Disease
Health Magazine. July, August, 1964 (water)
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Water
and Beverage Service, Workers Manual
ection Forms)
and Use Your Health Department

NGTON STATE AIR POLLUTION CONTROL, SMITH TOWER, SEATTLE, WASHINGTON

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9.0 PUBLIC AFFAIRS PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016

9.1 Natural Resources, Their Protection and Development
9.2 Quiet Guardians of the People's Health
9.3 W.H.O.: Its Global Battle Against Disease
9.4 Private Nursing Homes
9.5 Your Nursing Services Today and Tomorrow
9.6 Your Community and Mental Health

11.0 WASHINGTON TUBERCULOSIS ASSOCIATION, 230 SECURITIES BUILDING, SEATTLE, WASHINGTON 98101

11.3 Air Pollution: The Facts

AMERICAN RED CROSS

11.1 Programs for Secondary School
11.2 High School Red Cross Plan of Action

13.0 HEALTH AND WELFARE DIVISION, METROPOLITAN INSURANCE COMPANY, 600 STOCKTON STREET, SAN FRANCISCO, CALIFORNIA 94120

13.1 Modern Miasmas (Teacher Reference)
13.2 Troubled Waters (Teacher Reference)

CONSUMER HEALTH

Overview

The American public spends billions of dollars each year for health care. Yet another billion dollars is spent on fraudulent products and services. A background in consumer health is helpful protection from the exploitation and dire results of health abuse, neglect and quackery.

What people believe and the types of decisions and actions they take in the selection and utilization of health information, personnel, products and services are major determinants in the quality of health attainment. The individual's protection from fraudulence is primarily through his own ability to select critically and intelligently use products and services.

Material on food fads and quackery is omitted here because it is included in the Nutrition Unit. Content on cosmetics has its greatest emphasis under body care and grooming and is included in the Anatomy and Physiology Unit. At the elementary level, concern is for developing attitudes toward health personnel and services because the youngsters are not yet choosing for themselves. Concern at the elementary level is also for safety in the use of health products.

COMPETENCIES

Competency I: Students discriminate critically between reliable and and advertising.

Competency II: Students utilize discriminating judgment in the selec other health products.

Competency III: Students avoid the dangers of medical neglect, self-d themselves and others for whom they have a responsibi

Competency IV: Students select and make intelligent utilization of q dental and allied health personnel and services.

Competency V: Students use discriminating judgment in evaluating an hospital, health and accident insurance protection an comprehensive medical care.

Competency VI: Students appreciate the roles and functions of health bilities in supporting and promoting health programs.

COMPETENCIES

Students discriminate critically between reliable and unreliable health information and advertising.

Students utilize discriminating judgment in the selection and use of drugs and other health products.

Students avoid the dangers of medical neglect, self-diagnosis and self-treatment for themselves and others for whom they have a responsibility.

Students select and make intelligent utilization of qualified and competent medical, dental and allied health personnel and services.

Students use discriminating judgment in evaluating and selecting reliable medical, hospital, health and accident insurance protection and understand the costs of comprehensive medical care.

Students appreciate the roles and functions of health agencies and their responsibilities in supporting and promoting health programs.

COMPETENCY I: Discriminate critically between reliable and unreliable advertising.

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Discrimination between reliable and unreliable health information is an individual responsibility.	Make a bulletin board of common sources of h mation (family, friends, pamphlets, salesme agencies, doctors, etc.) Develop criteria through class discussion f health information.
Our health behavior is affected by our belief and feelings about health information.	Read or interview television or radio stati to discuss the propaganda techniques utiliz munication media; is this good or not? Bring in samples of health advertising and techniques used. Make health posters using ing advertising appeals: testimonials, insi superstitions, folklore, fear appeals, loade ments, partial truths, fragmented out-of-cont ments, promises of miracles. Discuss the em appeal of some of the posters. Student committees become familiar with the REPORT magazine and discuss in class. Discu our actions may not always be based on scien mation. Discuss how television, films and books infl we believe.

iscriminate critically between reliable and unreliable health information and dvertising.

)	SAMPLE LEARNING EXPERIENCES	RESOURCES
een able is an bility.	Make a bulletin board of common sources of health information (family, friends, pamphlets, salesmen, schools, agencies, doctors, etc.) Develop criteria through class discussion for evaluating health information.	1.9 1.10 1.14 1.15 1.19 2.8 2.21 4.12 5.11 5.13 6.1 6.2 6.9 6.10 6.34
is ief and th	Read or interview television or radio station personnel to discuss the propaganda techniques utilized in communication media; is this good or not? Bring in samples of health advertising and discuss the techniques used. Make health posters using the following advertising appeals: testimonials, insinuations, superstitions, folklore, fear appeals, loaded statements, partial truths, fragmented out-of-context statements, promises of miracles. Discuss the emotional appeal of some of the posters. Student committees become familiar with the CONSUMER REPORT magazine and discuss in class. Discuss why our actions may not always be based on scientific information. Discuss how television, films and books influence what we believe.	

COMPETENCY II: Use discriminating judgment in the selection and use o
products.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Drugs and health products used are of many types and varieties.	Read about and interview a pharmacist conc definition of proprietary, prescription, c non-official drugs, generic, drug standarc nostrums. Invite a pharmacist to discuss how medicin are made. (See Drug Unit)
The worth and cost of health products should be considered before their purchase or use.	Give book and magazine reports on magic, m medicines. Evaluate source used. Develop an "ideal" home medicine chest. D precautions and danger list to attach to t the medicine chest (danger of deterioratio following directions, own medicine, emerge (See Safety Education and Drug Units)

discriminating judgment in the selection and use of drugs and other health ucts.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
cts	Read about and interview a pharmacist concerning the definition of proprietary, prescription, official and non-official drugs, generic, drug standards and nostrums. Invite a pharmacist to discuss how medicines and pills are made. (See Drug Unit)	2.18 2.21 4.13 5.11 5.13 7.7
l be r	Give book and magazine reports on magic, myths and medicines. Evaluate source used. Develop an "ideal" home medicine chest. Develop safety precautions and danger list to attach to the inside of the medicine chest (danger of deterioration, labeling, following directions, own medicine, emergency action). (See Safety Education and Drug Units)	1.9 1.25 1.10 2.29 1.14 4.13 1.15 5.40 1.16 6.4 1.17 6.12 1.18 6.34 1.19 9.5 1.20

COMPETENCY III: Avoid the dangers of medical neglect, self-diagnosis and self-treatme

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
One should heed danger signals of illness.	Draw life size man, with string leading from parts of the body. Label symptoms which may indicate the need for competent medical attention.
Self-diagnosis and self-treatment can be hazardous to life.	Read about remedies in Grecian, Egyptian and medieval times. Try to uncover information on "grandma's" remedies, some discarded and some found beneficial. Discuss the dangers of self-diagnosis and treatment. Invite a representative from the district FDA office to discuss and demonstrate fraudulent cure-all devices. Develop criteria for selection of reliable home products

the dangers of medical neglect, self-diagnosis and self-treatment.

	SAMPLE LEARNING EXPERIENCES	RESOURCES	
- ous	Draw life size man, with string leading from parts of the body. Label symptoms which may indicate the need for competent medical attention. Read about remedies in Grecian, Egyptian and medieval times. Try to uncover information on "grandma's" remedies, some discarded and some found beneficial. Discuss the dangers of self-diagnosis and treatment. Invite a representative from the district FDA office to discuss and demonstrate fraudulent cure-all devices. Develop criteria for selection of reliable home products.	1.9 1.15 1.16 2.7 2.8 2.9 2.16 2.17 2.18 2.19 2.20 2.21 2.23 2.24 2.25	2.27 2.30 2.31 5.11 5.13 6.1 6.4 6.10 6.11 6.13 6.15 6.16 6.18 7.3

COMPETENCY IV: Intelligently select and utilize qualified and compete allied health personnel and services.

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Qualified health-trained personnel are needed by our society.	Select three career interests and write a the qualifications needed, training requi (if required), functions of and possible personnel (physical therapists, occupatio recreational therapists, medical and psyc workers, nutritionists, dietitians, regis practical nurses, nursing aides and atten and x-ray technicians, orthodontists, opt opticians, clinical psychologists, health sanitary engineers, dental hygienists and pharmacists, osteopaths, physicians with dentists). (See Health Careers Unit)
Use of established criteria helps in selecting competent and qualified medical advisors.	Perform charades with functions of health and let class guess which health career i Class develop criteria for selecting a qua physician and/or dentist.
There are ways of identifying quackery.	Discuss fraudulent claims in quackery (sec cure-alls, testimonials, etc.) Develop and discuss criteria for recognizi frauds and quacks.

Intelligently select and utilize qualified and competent medical, dental and allied health personnel and services.

igh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
trained ded by our	Select three career interests and write a short paper on the qualifications needed, training required, licensee (if required), functions of and possible need for such personnel (physical therapists, occupational therapists, recreational therapists, medical and psychiatric social workers, nutritionists, dietitians, registered nurses, practical nurses, nursing aides and attendants, medical and x-ray technicians, orthodontists, optometrists, opticians, clinical psychologists, health educators, sanitary engineers, dental hygienists and assistants, pharmacists, osteopaths, physicians with specialities, dentists). (See Health Careers Unit)	1.18 2.10 2.11 4.6 4.7 4.8 4.16 5.1 5.6 5.7 5.8 6.11 6.17 6.18 6.20 6.21 6.22 6.24 6.25 6.33 7.5 9.1 9.2 11.2 13.1
d criteria g com- ied	Perform charades with functions of health specialities and let class guess which health career it is. Class develop criteria for selecting a qualified physician and/or dentist.	
identify-	Discuss fraudulent claims in quackery (secret remedies, cure-alls, testimonials, etc.) Develop and discuss criteria for recognizing medical frauds and quacks.	

COMPETENCY V: Use discriminating judgment in evaluating and selecti
and accident insurance protection and understand the
medical care.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Knowledge of personal health and accident insurance is important in case of serious injury or illness.	Report on school accident insurance. Ask students to check with parents to se have health or accident insurance and i students carry identification. Ask students to check with parents as t emergency care parents would want them t Make out medical identification cards. insurance coverage and pertinent emergen (i.e., blood type, allergies) (See Safety Education Unit)

iminating judgment in evaluating and selecting reliable medical, hospital, ent insurance protection and understand the costs of comprehensive are.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Report on school accident insurance. Ask students to check with parents to see if students have health or accident insurance and if so, whether students carry identification. Ask students to check with parents as to type of emergency care parents would want them to have. Make out medical identification cards. Indicate health insurance coverage and pertinent emergency information. (i.e., blood type, allergies) (See Safety Education Unit)	1.18 9.3 2.1 9.4 2.3 13.2 2.18 3.2 5.1 5.4 5.5 5.8 6.4 6.11 6.28 6.29 7.3

COMPETENCY VI: Appreciate roles and functions of health agencies and the
citizens in supporting and promoting health programs.

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
Many agencies serve, protect and inform the health consumer.	Invite a lawyer to discuss state and local res imposed on solicitors and door-to-door salesme Investigate the role of the prosecuting attorn matters. Role play your response to a solicitor. Inclu for his legal identification. Prepare displays of the functions of each of t ing organizations: WHO, PAHO, UNESCO, UNICEF, voluntary health agencies, local health depart health department, Better Business Bureau, etc Write and make oral reports on the work and co of international health agencies. (See Community Health Unit)

Appreciate roles and functions of health agencies and the responsibilities of citizens in supporting and promoting health programs.

gh)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
e, pro- e health	Invite a lawyer to discuss state and local restrictions imposed on solicitors and door-to-door salesmen. Investigate the role of the prosecuting attorney in these matters. Role play your response to a solicitor. Include asking for his legal identification. Prepare displays of the functions of each of the following organizations: WHO, PAHO, UNESCO, UNICEF, FDA, FTC, voluntary health agencies, local health department, state health department, Better Business Bureau, etc. Write and make oral reports on the work and contributions of international health agencies. (See Community Health Unit)	1.17 2.12 2.30 2.31 2.35 4.9 4.14 5.1 5.3 5.6 7.4 8.1

COMPETENCY I: Discriminate critically between reliable and unreliab
advertising.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Evaluating the reliability and intent of health information can be done by using established criteria.	Invite a professional person from a volu agency to discuss the role of voluntary in informing the public. Do a display of health information mater from public and voluntary health agencie Review criteria for evaluating health in developed in junior high. Committees ca how we find out the qualifications of th (training, experience); how we assess th tions; how we find out about an organiza information; what is the motive for givi and how is it presented (objective, abst tistical interpretation, conclusions, do
In advertising and health information the communication media utilizes psychological and emotional appeals which affect our decisions.	Discuss the role of education, socio-eco peer group influence and effects of adve sumer buying habits.
Family physicians and medical societies are reliable sources of health information.	Write a paper about where one seeks heal when one has a health problem; evaluate Evaluate various books on health.

: Discriminate critically between reliable and unreliable health information and advertising.

High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
reliability ealth infor- one by using teria.	Invite a professional person from a voluntary health agency to discuss the role of voluntary health agencies in informing the public. Do a display of health information materials available from public and voluntary health agencies. Review criteria for evaluating health information developed in junior high. Committees can report on: how we find out the qualifications of the informant (training, experience); how we assess these qualifications; how we find out about an organization releasing information; what is the motive for giving information and how is it presented (objective, abstracted, statistical interpretation, conclusions, documentation, etc.)	1.9 1.10 1.13 1.14 1.15 1.19 2.8 4.19 5.11 5.14 6.1 6.2 6.9 6.10 6.34 7.2
and health communica- izes nd emotional ffect our	Discuss the role of education, socio-economic levels, peer group influence and effects of advertising on consumer buying habits.	
ns and medical eliable th informa-	Write a paper about where one seeks health information when one has a health problem; evaluate these actions. Evaluate various books on health.	

COMPETENCY II: Use discriminating judgment in the selection and use of dr
products.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Criteria aids in the evaluation and selection of health products.	Assign committees to develop bulletin boards class-developed criteria (qualifications of recommending, prescribing or administering he ducts; reputation of manufacturer or distrib pharmaceutical standards; labeling requireme motives of individuals selling or dispensing Discuss purchase and use of headache remedie remedies, dandruff removers, hair removers, pills, etc. after criteria have been establi Discuss why after knowing all of this we sti some products which do not fit criteria. (See Anatomy and Physiology Unit)
Health agencies and legislation help protect us from fraudulent and harmful drugs.	Collect food and potent medicine labels, dis importance of the directions, NF and USP lis ingredients and comparative costs. Do reports on legal protection for the consu area of health products. Review court cases of fraudulent health products and devices.
Safety precautions must be remembered in using drugs.	Review safety precautions and dangers in tak (oral reports on dangers of combinations-- a drugs, several drugs together, etc.)

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II: Use discriminating judgment in the selection and use of drugs and other health products.

or High)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
in the eval- lection of ts.	Assign committees to develop bulletin boards from class-developed criteria (qualifications of individuals recommending, prescribing or administering health products; reputation of manufacturer or distributor; pharmaceutical standards; labeling requirements (FDA); motives of individuals selling or dispensing).	1.3 9.5 1.9 11.1 1.15 1.16 2.7 2.8 2.9 2.16 2.17 2.18 2.19 2.20 2.21 2.23 2.24 2.25 2.26 2.27 2.29 4.13 5.11 5.14 6.4 6.13 6.14 6.15 6.16 6.18
	Discuss purchase and use of headache remedies, cold remedies, dandruff removers, hair removers, vitamin pills, etc. after criteria have been established. Discuss why after knowing all of this we still purchase some products which do not fit criteria.	
	(See Anatomy and Physiology Unit)	
es and legisla- tect us from d harmful drugs.	Collect food and potent medicine labels, discuss the importance of the directions, NF and USP listing of ingredients and comparative costs.	
	Do reports on legal protection for the consumer in the area of health products. Review court cases on the sale of fraudulent health products and devices.	
tions must be using drugs.	Review safety precautions and dangers in taking medicine. (oral reports on dangers of combinations-- alcohol and drugs, several drugs together, etc.)	

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
	Discuss parental responsibility in protecting childr from taking drugs. (Boys may attempt to develop an "open-proof" door for medicine cabinet taking into consideration growth and developmental characteristi of children; discuss practice of comparing medicine candy; investigate effectiveness of open-proof aspir bottles; discuss value of reporting to physician unusual reactions children might have to medicine, e (See Drug and Safety Education Units)

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Discuss parental responsibility in protecting children from taking drugs. (Boys may attempt to develop an "open-proof" door for medicine cabinet taking into consideration growth and developmental characteristics of children; discuss practice of comparing medicine to candy; investigate effectiveness of open-proof aspirin bottles; discuss value of reporting to physician unusual reactions children might have to medicine, etc.) (See Drug and Safety Education Units)	

COMPETENCY III: Avoid the dangers of medical neglect, self-diagnosis and s

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Ignoring illness or unusual symptoms may endanger health.	Discuss the dangers of ignoring illness or u symptoms; discuss the physician's role in di and treating and how one can assist the phys accurately giving him all symptoms. (See Heart, Cancer, and Respiratory Diseas

he dangers of medical neglect, self-diagnosis and self-treatment.

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
al lth.	Discuss the dangers of ignoring illness or unusual symptoms; discuss the physician's role in diagnosing and treating and how one can assist the physician by accurately giving him all symptoms. (See Heart, Cancer, and Respiratory Disease Units)	5.11 5.14

COMPETENCY IV: Intelligently select and utilize qualified and competent medi allied health personnel and services.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Adult responsibility involves selection of competent personal and family physician, dentist and other allied health personnel.	Develop solutions to this problem: You have ju into a new community as newlyweds. Your husban very ill during the night. What should you do? tigate emergency care of hospitals, where to ob reliable information about qualified physicians dentists, professional ethics, etc.) Develop criteria for selecting a family physici dentist and other health personnel.
Health fields are in need of qualified personnel.	Collect pamphlets and other materials on all fi which relate to health. Investigate funds, gra scholarships in health careers. Tabulate in depth the requirements for speciali dental and paramedical training. (See Health Careers Unit)
Ethical codes exist for the practice of medicine, dentistry and allied health professions.	Identify a health quack; discuss where and how illegal and unethical practices. Structure mock court trial of a cancer quack. Explore the social, emotional and economic reas people go to quacks.

telligently select and utilize qualified and competent medical, dental and
lied health personnel and services.

)	**SAMPLE LEARNING EXPERIENCES**	**RESOURCES**
involves nt per- sician, lied	Develop solutions to this problem: You have just moved into a new community as newlyweds. Your husband becomes very ill during the night. What should you do? (Investigate emergency care of hospitals, where to obtain reliable information about qualified physicians and dentists, professional ethics, etc.)	4.5 4.6 4.7 4.8 4.14 5.1 5.6 5.7 5.8 5.14 6.11 6.18 6.20 6.21 6.22 6.23 6.24 6.25 6.26 6.27 6.31 6.32 6.33 7.5 9.1 9.2 9.6 11.2 13.1
	Develop criteria for selecting a family physician, dentist and other health personnel.	
need of	Collect pamphlets and other materials on all fields which relate to health. Investigate funds, grants and scholarships in health careers.	
	Tabulate in depth the requirements for speciality medical, dental and paramedical training.	
	(See Health Careers Unit)	
for the e, d health	Identify a health quack; discuss where and how to report illegal and unethical practices.	
	Structure mock court trial of a cancer quack.	
	Explore the social, emotional and economic reasons why people go to quacks.	

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Each family should be familiar with and know how to utilize certain health services.	Organize field trips and reports on hospita nursing homes, well-baby clinics, etc. (Inc things as types, services, standards and co and requirements for use.) Evaluate health services in your community a and quantity. Discuss and develop a list of essential hea that should be available in the local commun are they essential? (See Health Careers and Community Health U

	SAMPLE LEARNING EXPERIENCES	**RESOURCES**
ow h	Organize field trips and reports on hospitals, clinics, nursing homes, well-baby clinics, etc. (Include such things as types, services, standards and controls, costs and requirements for use.) Evaluate health services in your community as to quality and quantity. Discuss and develop a list of essential health services that should be available in the local community. Why are they essential? (See Health Careers and Community Health Units)	

COMPETENCY V. Use discriminating judgment in evaluating and selecting re hospital and accident insurance protection and understand comprehensive medical care.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Careful evaluation of medical and accident insurance precedes selection.	Develop criteria for selecting health and ac ance. Then collect examples of insurance an the various plans. (Consider unique needs o vidual and his family, types and methods of costs, etc.) Do a research paper on the historical develo health insurance in the United States. Do a research paper on health insurance plan other country.
Medical care is an important part of the national and family budget.	Debate: Medicare versus Individual Responsi Ask a committee to investigate hospital and costs for common emergencies and illness; ev Plan a budget for health care for a year for family with two children. Write and orally present reports on the cost health and for special health programs in the (percent of total income spent on medical ca is spent (drugs, physicians, etc.); cost var location); special groups (Indians, seamen, TB hospitals, hospitals for the mentally ill the retarded and indigent, medical care in pe tution, research, local health departments, programs.

riminating judgment in evaluating and selecting reliable medical, and accident insurance protection and understand the costs of nsive medical care.

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
- ant	Develop criteria for selecting health and accident insurance. Then collect examples of insurance and evaluate the various plans. (Consider unique needs of an individual and his family, types and methods of coverage, costs, etc.) Do a research paper on the historical development of health insurance in the United States. Do a research paper on health insurance plans in some other country. Debate: Medicare versus Individual Responsibility. Ask a committee to investigate hospital and doctor's costs for common emergencies and illness; evaluate. Plan a budget for health care for a year for a young family with two children. Write and orally present reports on the costs for public health and for special health programs in the state (percent of total income spent on medical care); how it is spent (drugs, physicians, etc.); cost variables (age, location); special groups (Indians, seamen, disabled); TB hospitals, hospitals for the mentally ill, care of the retarded and indigent, medical care in penal institution, research, local health departments, school health programs.	1.18 2.1 2.3 2.18 3.2 5.1 5.4 5.5 5.9 6.4 6.11 6.28 6.29 7.1 7.8 9.3 9.4

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Promotion of health and planning for illness lower medical costs.	Discuss ways in which individuals and families can medical and dental costs. (i.e., planning ahead; h practices) (See Disease Unit and Anatomy and Physiology Unit

SAMPLE LEARNING EXPERIENCES	RESOURCES
Discuss ways in which individuals and families can reduce medical and dental costs. (i.e., planning ahead; health practices) (See Disease Unit and Anatomy and Physiology Unit)	

COMPETENCY VI: Appreciate roles and functions of health agencies and the res
citizens in supporting and promoting health programs.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Health protection is primarily the responsibility of the individual.	Invite local congressman, judge or lawyer to di citizen's role and responsibility in initiatin enforcing health legislation. Debate: Individual Beliefs versus Community W Prepare posters for easy explanations of state legislation and controls that protect the heal sumer; discuss the individual's responsibility of these. Discuss how vested interest groups influence h legislation. Compare this with general public (See Community Health Unit)

iate roles and functions of health agencies and the responsibilities of
ns in supporting and promoting health programs.

	SAMPLE LEARNING EXPERIENCES	RESOURCES	
- y	Invite local congressman, judge or lawyer to discuss the citizen's role and responsibility in initiating and enforcing health legislation. Debate: Individual Beliefs versus Community Welfare Prepare posters for easy explanations of state and federal legislation and controls that protect the health consumer; discuss the individual's responsibility in light of these. Discuss how vested interest groups influence health legislation. Compare this with general public apathy. (See Community Health Unit)	1.17 1.20 1.21 1.25 1.26 2.5 2.13 2.14 2.15 2.17 2.32 2.34 2.35 4.9 4.15	4.16 4.17 4.18 5.1 5.2 5.3 5.6 8.1

CONSUMER HEALTH RESOURCES

The resource list is for both the elementary and secondary levels because
the reading level of elementary students. The resources, therefore, are
and hopefully he can modify the information to relate to the level of und
Where a resource is of elementary student reading or comprehension level
reference.

(Preview all films; Review all materials

1.0 BOOKS

1.1 Packard, Vance O. THE HIDDEN PERSUADERS. (Pocket Books), McKa
*1.2 Dudley, Nancy. LINDA GOES TO THE HOSPITAL. Coward, McCann, 19
1.3 MODERN DRUG ENCYCLOPEDIA AND THERAPEUTIC INDEX. Sloan and Pear
*1.4 Elting, Mary. THE FIRST BOOK OF NURSES. Watts
*1.5 Thompson, Frances B. ABOUT DR. JOHN. Childrens, 1959
*1.6 Jubelier, Ruth. ABOUT JACK'S CHECK-UP. Childrens, 1957
*1.7 Jubelier, Ruth. ABOUT JACK'S DENTAL CHECK-UP. Childrens
*1.8 Lerner, Marguerite R. DOCTOR'S TOOLS. Lerner, 1960
1.9 Atkinson, Donald T. MAGIC, MYTH, AND MEDICINE. Fawcett, 1956
1.10 Cook, James. REMEDIES AND RACKETS. Norton, 1958
*1.11 Cook, James. JOHNNY GOES TO THE HOSPITAL. Houghton
1.12 Deutsch, Ronald M. THE NUTS AMONG THE BERRIES. Ballantine Boo
1.13 Dubos, Rene J. THE MIRAGE OF HEALTH. Doubleday, 1959
1.14 Editors of Consumer Reports. THE MEDICINE SHOW. Simon and Sch
1.15 Gardiner, Martin. FADS AND FALLACIES IN THE NAME OF SCIENCE.
1.16 Haggard, Howard. DEVILS, DRUGS, AND DOCTORS. Affiliated Publi
1.17 Hemphill, Josephine. FRUITCAKE AND ARSENIC. Little, 1962 (his
1.18 Pinckney, Edward R. HOW TO MAKE THE MOST OF YOUR DOCTOR AND ME
1.19 Smith, Ralph Lee. THE HEALTH HUSKSTERS. Crowell Co., 1960
1.20 Young, James H. THE TOADSTOOL MILLIONAIRES. Princeton Univers
1.21 Ottenberg, Miriam. THE FEDERAL INVESTIGATORS. Prentice-Hall,
*1.22 Greene, Carla. DOCTORS AND NURSES: WHAT DO THEY DO? Harper a
1.23 Schramm, Wilbur and others. TELEVISION IN THE LIVES OF OUR CHI

CONSUMER HEALTH RESOURCES

for both the elementary and secondary levels because very little is available on
elementary students. The resources, therefore, are for the elementary teacher
modify the information to relate to the level of understanding of his students.
of elementary student reading or comprehension level an * is placed before the

(Preview all films; Review all materials)

ance O. THE HIDDEN PERSUADERS. (Pocket Books), McKay, 1957
ncy. LINDA GOES TO THE HOSPITAL. Coward, McCann, 1953
G ENCYCLOPEDIA AND THERAPEUTIC INDEX. Sloan and Pearce
ry. THE FIRST BOOK OF NURSES. Watts
Frances B. ABOUT DR. JOHN. Childrens, 1959
Ruth. ABOUT JACK'S CHECK-UP. Childrens, 1957
Ruth. ABOUT JACK'S DENTAL CHECK-UP. Childrens
rguerite R. DOCTOR'S TOOLS. Lerner, 1960
Donald T. MAGIC, MYTH, AND MEDICINE. Fawcett, 1956 (paperback)
es. REMEDIES AND RACKETS. Norton, 1958
es. JOHNNY GOES TO THE HOSPITAL. Houghton
Ronald M. THE NUTS AMONG THE BERRIES. Ballantine Books, 1961 (paperback)
e J. THE MIRAGE OF HEALTH. Doubleday, 1959
Consumer Reports. THE MEDICINE SHOW. Simon and Schuster, 1961
Martin. FADS AND FALLACIES IN THE NAME OF SCIENCE. Dover, 1957 (paperback)
oward. DEVILS, DRUGS, AND DOCTORS. Affiliated Publishers, 1959 (paperback)
Josephine. FRUITCAKE AND ARSENIC. Little, 1962 (history and stories of the F.D.A.)
Edward R. HOW TO MAKE THE MOST OF YOUR DOCTOR AND MEDICINE. Fallett, 1964
ph Lee. THE HEALTH HUSKSTERS. Crowell Co., 1960
mes H. THE TOADSTOOL MILLIONAIRES. Princeton University Press, 1961
, Miriam. THE FEDERAL INVESTIGATORS. Prentice-Hall, 1962, Chapter 10
arla. DOCTORS AND NURSES: WHAT DO THEY DO? Harper and Row, 1963
ilbur and others. TELEVISION IN THE LIVES OF OUR CHILDREN. Stanford, 1961

1.24 Kiev, Ari, (Ed.) MAGIC, FAITH, AND HEALING. Free Press, 1964
1.25 Trump, Fred. BUYER BEWARD. Abingdon, 1965
1.26 Campbell, Hannah. WHY DID THEY NAME IT. Fleet Publishing, 1964
*1.27 Elting, Mary. FIRST BOOK OF HOSPITALS. Watts
1.28 Zim, Gene. DEAR GARBAGE MAN. Harper, 1957
1.29 Berger, Knute and others. A VISIT TO THE DOCTOR. Grosset and Dunlap, 1960

2.0 PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON, D. C. 20201

2.1 Personal Health Expenses
2.2 The Cancer Quacks
2.3 Health Insurance Coverage, United States
2.5 General Regulations for Enforcement of the F.D. Drug and Cosmetic Act

FEDERAL FOOD AND DRUG ADMINISTRATION, SEATTLE DISTRICT, FEDERAL OFFICE BUILDING, 909 FIRST AVENUE, SEATTLE, WASHINGTON 98104

2.7 Protect Your Family Against Poisoning
2.8 Cosmetics-- Facts for Consumers
2.9 Labeling for Home Safety
2.10 Quackery Can Kill
2.11 Health Education and Medical Quackery
2.12 F.D.A., What It Is and Does
2.13 Drug Amendments of 1962. October 27, 1962
2.14 Enforcing the F.D.A. Act. 1964
2.15 Requirements of the U.S. Food, Drug, and Cosmetic Act (non-technical)
2.16 First Facts About Drugs
2.17 F.D.A. Report on Enforcement and Compliance
2.18 Your Money and Your Life
2.19 Drugs and Driving
2.20 Drug Side Effects
2.21 Read the Label
2.22 Dr. Quack's Clinic (color slides)
2.23 Safe New Drugs
2.24 Fake Medical Devices
2.25 Habit-Forming Drugs
2.26 Quackery As A Public Health Problem

2.27 The Government and The Consumer: Evolution of Food and Drug Law
Historical Association but available through F.D.A.)
2.29 F.D.A. Packet: Consumer Protection-- Drugs or Cosmetics
2.30 F.D.A. Approval of New Drugs
2.31 Student Reference Sheet, Evolution in the F.D.C. Law Area
2.32 S.R.S., The Democratic Process of Rule-Making
*2.33 Dennis The Menace Takes Poison
2.34 Law Behind the Label (color slides)

CHIEF POSTAL INSPECTOR, UNITED STATES POST OFFICE DEPARTMENT, WA

2.35 How the Postal Inspection Service Protects You Against Mail Frau

3.0 FILMSTRIPS

3.1 Health Helpers, EBF
3.2 Dollars for Health, ILI
3.3 The Little Pink Bottle, NF
3.4 Checking Your Health, EBF
3.5 Community Helpers for Health, EGH

4.0 FILMS

4.2 A New World For Peter, Hanna
4.3 How To Catch A Cold, WSH
4.4 Your Friend The Doctor, Coronet
4.5 Your Doctor, McG
4.6 Choosing A Doctor, McG
4.7 Medicine Man, AMA
4.8 Misery Merchants, WSH
4.9 Helping Hands For Julie, WSH
4.10 Myth, Superstition, and Science, IFB
4.11 Science and Superstition, Coronet
4.12 Are You Positive, WTA
4.13 Folks, Facts, and Pharmacy, LL
4.14 Quacks and Nostrums, McG
4.15 A Reason for Confidence, FDA
4.16 The Meanest Crime in the World, FDA
4.17 Target Quackery, ARF
4.18 A Life to Save, AMA

d The Consumer: Evolution of Food and Drug Laws. (published by American
ation but available through F.D.A.)
onsumer Protection-- Drugs or Cosmetics
f New Drugs
Sheet, Evolution in the F.D.C. Law Area
ratic Process of Rule-Making
Takes Poison
bel (color slides)

ECTOR, UNITED STATES POST OFFICE DEPARTMENT, WASHINGTON, D. C. 20260

spection Service Protects You Against Mail Fraud

BF
h, ILI
ottle, NF
lth, EBF
for Health, EGH

Peter, Hanna
old, WSH
Doctor, Coronet

r, McG
A
, WSH
r Julie, WSH
on, and Science, IFB
rstition, Coronet
, WTA
d Pharmacy, LL
ums, McG
fidence, FDA
e in the World, FDA
ARF
AMA

4.19 Propaganda Techniques, Coronet
4.20 Tommy The Lion, McG

5.0 AMERICAN MEDICAL ASSOCIATION, 535 NORTH DEARBORN STREET, CHICAGO, ILLINOIS 60610

5.1 Whom Shall I Consult About My Eyes?
5.2 Beware of "Health Quacks"
5.3 Mechanical Quackery
5.4 Let's Use, Not Abuse Health Insurance
5.5 Eight Ways to Cut Your Doctor Bills
5.6 What To Look For In A Nursing Home
5.10 Merchants of Menace
5.11 Defenses Against Quackery (a resource for teachers - general information)
5.12 Defenses Against Quackery (sample teaching unit 1-6)
5.13 Defenses Against Quackery (sample teaching unit, junior high)
5.14 Defenses Against Quackery (sample teaching unit, senior high)

AMERICAN RED CROSS (local chapter)

5.15 Men Against Disease

AMERICAN OSTEOPATHIC ASSOCIATION, 212 EAST OHIO STREET, CHICAGO, ILLINOIS 60611

5.7 The Osteopathic Profession

AMERICAN DENTAL ASSOCIATION, 220 EAST SUPERIOR STREET, CHICAGO, ILLINOIS 60611

5.8 Eight Areas of Specialization in Dentistry
5.9 Dental Prepayment

6.0 TODAY'S HEALTH

6.1 Dunlop, Richard. "Granny Had A Cure For Everything." May, 1963
6.2 Rosen, Harold. "Hypnosis: The Fad and the Facts." October, 1963
6.3 Wolters, Larry. "The T.V. Doctors." October, 1962
6.4 Smith, Ralph L. "Are You Wasting Your Money on Health Cosmetics?" April, 1961

6.5 Dunlop, Richard. "Doctors Who Helped Win The West." September, 1964
6.6 Dunlop, Richard. "The Paleface: Medicine Man of the Frontier." March, 1964
6.7 Dunlop, Richard. "Quacktitioners in the Old West." November, 1964
6.8 Dunlop, Richard. "How To Spot A Quack."
6.9 Earle, Howard. "Iron Curtain of Superstition." April, 1961
6.10 Gamble, Frederic R. "The Importance of Honesty in Advertising." July, 1961
6.11 Kursh, Harry. "Mail Order Quack's Harvest: Dollars and Death." March, 1961
6.12 "Primitive Medicine: Magic, Miracle, and Myth." February, 1962
6.13 Balk, Alfred. "Your Headache--Facts and Fallacies." March, 1960
6.14 Cooley, Donald. "A Drug Is Born." September, 1963
6.15 Cooley, Donald. "How Some Drugs Get Their Names." April, 1961
6.16 Cooley, Donald. "Medicine of Tomorrow." Part I, November, 1963; Part II, December, 1963
6.17 Kaplan, Jack. "The Health Machine Menace: Therapy by Witchcraft." February, 1961
6.18 Ratcliff, I.D. "America's Laxative Addicts." November, 1962
6.19 Smith, Ralph L. "The Strange World of Mechanical Quackery." November, 1964
6.20 Conley, Veronica L. "R.N.--Those Magic Initials." December, 1960
6.21 Donahue, Stephan. "What Is A Dermatologist?" September, 1962
6.22 Donahue, Stephan. "What Is An Internist?" April, 1963
6.23 Earle, Howard. "The Remarkable World of Dentistry." April, 1963
6.24 "How To Spot A Quack."
6.25 Orphan, Dennis. "A Doctor in the Making." October, 1961
6.26 Terry, Luther L. "What Is A Public Health Physician?" May, 1963
6.27 "What Is A Doctor?" April, 1960
6.28 Earle, Howard. "How To Save Money On Your Health Insurance." February, 1961
6.29 Allman, David B. "Are Medical Costs too High?" September, 1964
6.30 Ward. "Four Horsemen of Quackery." January, 1965
6.31 Smith, Ralph Lee. "The Face Burners." June, 1966
6.32 Kaplan, Jack. "Doctor Abrams--Dean of Medical Quacks." April, 1966

AMERICAN JOURNAL OF NURSING

6.33 Karnofsky, David A. "Cancer Quackery." April, 1959

CONSUMER REPORTS (Magazine)

6.34 False Advertising and Products for the Overweight. November, 1959

7.0 AMERICAN HOSPITAL ASSOCIATION, 840 NORTH LAKE SHORE DRIVE, CHICAGO, ILLINOIS 60611

7.1 Rates and Charges In Your Hospital
7.2 Do You Know Your Hospital?
7.3 Hospital Today

NATIONAL BETTER BUSINESS BUREAU, INC., 825 REPUBLIC BUILDING, SEATTLE, WASHINGTON 98101

7.4 Service Bulletin (recent court actions--health products and devices)
7.5 Facts You Should Know About Health Quackery

U.N.E.S.C.O., UNITED NATIONS BUILDING, NEW YORK, NEW YORK

7.6 Seven Hundred Science Experiments

PROPRIETARY ASSOCIATION, 1717 PENNSYLVANIA AVENUE, N.W., WASHINGTON, D. C. 20006

7.7 Your Home Medicine Chest (pamphlet)

HEALTH INSURANCE INSTITUTE, 277 PARK AVENUE, NEW YORK, NEW YORK 10017

7.8 Source Book of Health Insurance Data (current year)

8.0 ATTORNEY GENERAL'S OFFICE, TEMPLE OF JUSTICE, OLYMPIA, WASHINGTON 98501

8.1 A Consumer Protection Handbook

9.0 PUBLIC AFFAIRS PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016

9.1 Science vs Chiropractic
9.2 The Arthritis Hoax
9.3 A Consumer's Guide to Health Insurance Plans
9.4 The Blue Cross Story
9.5 Buyer, Be Wary
9.6 Your Family's Health

11.0 ARTHRITIS AND RHEUMATISM FOUNDATION, WESTERN WASHINGTON CHAPTER
FIFTH AVENUE, SEATTLE, WASHINGTON 98101

11.1 Walrad, Ruth. "The Misrepresentation of Arthritis Drugs and De

AMERICAN CANCER ASSOCIATION, WASHINGTON DIVISION, 123 WEST HARR

11.2 I Have A Secret Cure For Cancer

WASHINGTON STATE HEART ASSOCIATION, 3121 ARCADE BUILDING, SEATT

11.4 How The Doctor Examines Your Heart

13.0 METROPOLITAN LIFE INSURANCE COMPANY, HEALTH AND WELFARE DIVISIO
FRANCISCO, CALIFORNIA 94120

13.1 Profile of a Practicing Physician

PRUDENTIAL INSURANCE COMPANY OF AMERICA, PUBLIC RELATIONS DIVIS
LOS ANGELES, CALIFORNIA 90054

13.2 Health Passport

UMATISM FOUNDATION, WESTERN WASHINGTON CHAPTER, ORPHEUM BUILDING, 1900
TTLE, WASHINGTON 98101

he Misrepresentation of Arthritis Drugs and Devices in the U.S."

SSOCIATION, WASHINGTON DIVISION, 123 WEST HARRISON AVENUE, SEATTLE, WASHINGTON 98119

ure For Cancer

HEART ASSOCIATION, 3121 ARCADE BUILDING, SEATTLE, WASHINGTON 98101

amines Your Heart

E INSURANCE COMPANY, HEALTH AND WELFARE DIVISION, 600 STOCKTON STREET, SAN
ORNIA 94120

cticing Physician

ANCE COMPANY OF AMERICA, PUBLIC RELATIONS DIVISION, P. O. BOX 2314,
IFORNIA 90054

DENTAL HEALTH

Overview

Good dental habit formation starts early in a child's life. Ju is based on the assumption that a sound foundation was developed in the e If students have not had this opportunity, elementary concepts and their adapted to the older age group.

The [illegible] Dental Health Association produces a catalogue whi This catalogue is constantly being revised and reference to a current iss [illegible] Dental Health Facts (8.6) is an excellent summar [illegible] principles of dental health and these articles add inte

[illegible]

[illegible]

habit [illegible] high material

[illegible] elementary years. However,

[illegible] development will need to be

[illegible]

[illegible] available to teachers;

[illegible] available when sending

[illegible] information. Current

[illegible] up-to-date infor-

COMPETENCIES

Competency I:	Students appreciate growth and function of dent
Competency II:	Students know and use information concerning ca of dental disorders.
Competency III:	Students accept responsibility for meeting comm
Competency IV:	Students develop discrimination as a consumer services.

COMPETENCIES

Students appreciate growth and function of dental structures.

Students know and use information concerning causes, prevention, and correction of dental disorders.

Students accept responsibility for meeting community dental needs.

Students develop discrimination as a consumer of dental information, products and services.

COMPETENCY I: Appreciate growth and function of dental structures.

CONCEPTS (Junior High)	**SAMPLE LEARNING EXPERIENCES**
Dental appearance affects personality.	Observe people admiring various products i ads. How many have beautiful teeth? How m Give an illustrated lecture using ADA mater and appearance. Use disclosing tablets for self-testing. Make poster showing how teeth could affect Be prepared to discuss posters.
Secondary teeth are meant to be permanent.	Review structure of permanent teeth. Prepare chart with comparisons of dentures own teeth as to comfort, eating enjoyment, tial and continued). Use interviews, refer etc. to gather information. Conduct a campaign for preservation of natu Posters or skit suggestion such as: Your's To Hold, Now's the Time, Use Your Head for Teeth and Consequences, Preserve-Protect-De
All parts of the dental structure have purpose.	Make up cross word puzzle utilizing knowled structure and purpose.

l: Appreciate growth and function of dental structures.

or High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
nce affects	Observe people admiring various products in magazine ads. How many have beautiful teeth? How many unsightly? Give an illustrated lecture using ADA materials on teeth and appearance. Use disclosing tablets for self-testing. Make poster showing how teeth could affect personality. Be prepared to discuss posters.	1.1 5.1 8.2 8.11 12.1 12.3
h are meant t.	Review structure of permanent teeth. Prepare chart with comparisons of dentures to students' own teeth as to comfort, eating enjoyment, and cost (initial and continued). Use interviews, reference materials, etc. to gather information. Conduct a campaign for preservation of natural teeth. Posters or skit suggestion such as: Your's to Have and To Hold, Now's the Time, Use Your Head for Your Teeth, Teeth and Consequences, Preserve-Protect-Defend.	1.2 6.1 6.20 6.35 8.3 8.4 12.1
e dental purpose.	Make up cross word puzzle utilizing knowledge of tooth structure and purpose.	4.9 6.1 8.5

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
	Utilize model of tooth, especially cross-s discuss specific purpose of each part of t Prepare committee reports on relationship digestion including structures such as ton buds, salivary glands (See Anatomy and Physiology Unit)

SAMPLE LEARNING EXPERIENCES	RESOURCES
Utilize model of tooth, especially cross-section, to discuss specific purpose of each part of tooth. Prepare committee reports on relationship of teeth to digestion including structures such as tongue, taste buds, salivary glands. (See Anatomy and Physiology Unit)	

COMPETENCY II: Know and use information concerning causes, preven disorders.

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
Most dental disorders may be prevented or corrected	(Note: learning experiences under th be developed and reported by student activities may also be done by the te student demonstration.) Report on various disorders emphasizi correction. (malocclusion, periodont ing teeth, erosion and abrasion) Create a mural showing the route of a show causes contributing to decay and
Foods continue to be important to mature teeth.	Report on hidden sugars. Demonstrate spoonfulls of sugar in given amounts fully label and use this information the entire school. Prepare lunch and/or snacks of appeti would be substitutes for sweets, e.g. carrot curls, ham cubes, radish roses and stuffed celery.
Specialized personnel treat dental disorders.	Refer to mural mentioned before and c the crossroads leading to loss of too restoration (cover all dental service

Know and use information concerning causes, prevention and correction of dental disorders.

gh)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
ders may rrected	(Note: learning experiences under this competency can be developed and reported by student committees. These activities may also be done by the teacher and/or student demonstration.) Report on various disorders emphasizing prevention and correction. (malocclusion, periodontal diseases, missing teeth, erosion and abrasion) Create a mural showing the route of a tooth to trouble; show causes contributing to decay and loss of tooth.	1.1 8.4 4.4 8.6 4.5 4.10 6.2 6.6 6.8 6.9 6.10 6.24 6.29 8.2
be impor- eth.	Report on hidden sugars. Demonstrate to class equivalent spoonfulls of sugar in given amounts of foods. Carefully label and use this information for a display for the entire school. Prepare lunch and/or snacks of appetizing foods that would be substitutes for sweets, e.g.: deviled eggs, carrot curls, ham cubes, radish roses, popcorn, apples, and stuffed celery.	1.1 8.13 8.12
nnel treat	Refer to mural mentioned before and continue route at the crossroads leading to loss of tooth or ways to restoration (cover all dental services).	4.6 4.7 4.8 4.11

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
	List dental services and discuss own expe these services. Investigate cost of dental education and office.
Safety practices can prevent dental accidents.	Have athletes report on and demonstrate m Show pictures of dental accidents. Write occurred and could have been prevented. Investigate insurance coverage for dental (See Safety Education Unit)

SAMPLE LEARNING EXPERIENCES	RESOURCES
List dental services and discuss own experiences with these services.	6.8 4.13 6.9 6.11
Investigate cost of dental education and equipping dental office.	6.12 6.13 6.14
Have athletes report on and demonstrate mouth guards.	6.17 8.5
Show pictures of dental accidents. Write how these occurred and could have been prevented.	
Investigate insurance coverage for dental inquiries.	
(See Safety Education Unit)	

COMPETENCY IV: Discriminate as a consumer of dental information, products

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Dental neglect is expensive for the individual.	Compare repair of small caries vs abcessed to time, need for specialist, number teeth invol result). (Suggestion for idea of time and cos with teeth in center showing time needed to r each.)
There are many factors which influence choices of products and services.	Discuss relationship between dental hygiene a Analyze the effectiveness of mouthwashes in l this relationship. Read letter from Aunt Mary telling of her too and avoidance of dentist due to fear. One-ha write Aunt Mary reassuring her and urging an appointment. Other half of class write Aunt reaction after having dental care. (i.e. Discuss fallacies that could have influ hesistancy in seeking dental care. "Dental t are always painful," family patterns, lose te
Information is available regarding choices of products and services.	Develop a mural of the history of dentistry. Evaluate electric tooth brushes, dentifrices. (See Consumer Health Unit)

scriminate as a consumer of dental information, products and services.

)	SAMPLE LEARNING EXPERIENCES	RESOURCES
pensive	Compare repair of small caries vs abcessed tooth (dentist time, need for specialist, number teeth involved, and result). (Suggestion for idea of time and cost: clocks with teeth in center showing time needed to repair each.)	6.6 6.8 6.9 6.19
rs which pro-	Discuss relationship between dental hygiene and halitosis. Analyze the effectiveness of mouthwashes in light of this relationship. Read letter from Aunt Mary telling of her tooth troubles and avoidance of dentist due to fear. One-half of class write Aunt Mary reassuring her and urging an immediate appointment. Other half of class write Aunt Mary's reaction after having dental care. (i.e. Discuss fallacies that could have influenced her hesistancy in seeking dental care. "Dental treatments are always painful," family patterns, lose teeth anyway.)	1.3 6.3 6.4 6.5 6.23 6.36 8.11
ble s.	Develop a mural of the history of dentistry. Evaluate electric tooth brushes, dentifrices. (See Consumer Health Unit)	6.21 6.23 6.25 6.36 6.31 6.33 6.34

COMPETENCY I: Appreciate growth and function of dental structures.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Dental health affects interpersonal relationships.	Investigate gross dental defects and ne dial work from standpoint of physical a Structure a "What would you do if" stor an ending to the story. (Attempt to sh dental problems (of aesthetic nature) c but it is a matter of choice as these p affect one's success in life.) Use fil Choice." (Review junior high material, if necess Chart the embryological development of t Discuss research which shows influence c ment. What are the implications of thi parents.

owth and function of dental structures.

SAMPLE LEARNING EXPERIENCES	***RESOURCES***
Investigate gross dental defects and necessity for remedial work from standpoint of physical and mental health. Structure a "What would you do if" story; class discuss an ending to the story. (Attempt to show that minor dental problems (of aesthetic nature) can be remedied but it is a matter of choice as these problems need not affect one's success in life.) Use film "A Matter of Choice." (Review junior high material, if necessary) Chart the embryological development of the oral cavity. Discuss research which shows influence on this development. What are the implications of this information for parents.	4.12 6.14 6.28

COMPETENCY II: Know and use information concerning causes, prevention a
disorders.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Family patterns affect dental health and care.	Analyze students' own dental health habits to the dental health habits of his family. example setting, teaching and supervising care, and initiating professional dental s An evaluation form can be devised and used Discuss following example of a problem: t of John and Mary is three year old Susie. teeth are in need of dental care. John fe teeth do not need attention because Susie permanent teeth. Should Mary convince Joh for care of primary teeth?
Nutritional patterns influence dental health.	Investigate and discuss the following misc a. Pregnancy causes tooth decay in the b. The embryo is affected by dental car mother. Discuss: An adequate diet for good health diet for good teeth but other factors than may need to be considered.
Professional dental supervision is an important deterrent to periodontal disease.	Review incidence and types of periodontal necessary. Invite dental hygienist to talk on this co

use information concerning causes, prevention and correction of dental s.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Analyze students' own dental health habits in relationship to the dental health habits of his family. (Include example setting, teaching and supervising daily dental care, and initiating professional dental supervision.) An evaluation form can be devised and used anonymously.	4.16 6.22
	Discuss following example of a problem: the only child of John and Mary is three year old Susie. Her deciduous teeth are in need of dental care. John feels the primary teeth do not need attention because Susie will have permanent teeth. Should Mary convince John of the need for care of primary teeth?	
	Investigate and discuss the following misconceptions: a. Pregnancy causes tooth decay in the mother. b. The embryo is affected by dental caries in the mother.	6.26 8.5 8.12
	Discuss: An adequate diet for good health is an adequate diet for good teeth but other factors than adequate diet may need to be considered.	
	Review incidence and types of periodontal diseases if necessary. Invite dental hygienist to talk on this concept.	1.1 8.5 8.16 8.17

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
	Discuss: 1. Does a person who has neve caries need to go to the dentist? 2. W dentist clean your teeth? 3. Where did mouth" come from? Was the cause accurat

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Discuss: 1. Does a person who has never had a dental caries need to go to the dentist? 2. Why does the dentist clean your teeth? 3. Where did the term "trench mouth" come from? Was the cause accurately determined?	

COMPETENCY III: Accept increasing responsibility for meeting community

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Some local, national and international dental needs require community action.	As a citizen you are being called upon to "no" on fluoridation. Prepare yourself t gently. (Apply scientific method in anal Newburgh-Kingston Fluoridation Study and dation literature; graph incidence of den areas with and without fluoridation.) Make a survey of your community listing a it has for providing dental care. 1. What is the proportion of dentists population? What is the proportion population in the age group 2-17 ye 2. How does your community or county p people who cannot afford dental car 3. Use the facts found in your survey report for publication in your scho in your hometown newspaper. (See Health Careers)

pt increasing responsibility for meeting community dental needs.

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
nd eeds on.	As a citizen you are being called upon to vote "yes" or "no" on fluoridation. Prepare yourself to vote intelligently. (Apply scientific method in analyzing the Newburgh-Kingston Fluoridation Study and anti-fluoridation literature; graph incidence of dental decay in areas with and without fluoridation.) Make a survey of your community listing all the facilities it has for providing dental care. 1. What is the proportion of dentists to the general population? What is the proportion of dentists to population in the age group 2-17 years, inclusive? 2. How does your community or county provide for people who cannot afford dental care? 3. Use the facts found in your survey to compile a report for publication in your school newspaper or in your hometown newspaper. (See Health Careers)	1.1 4.2 4.3 4.4 4.13 4.14 4.15 6.7 6.8 6.9 6.10 6.15 6.16 6.18 6.35 8.1 8.7 8.8 8.9 8.10 8.11 8.14 8.15

COMPETENCY IV: Discriminate as a consumer of dental information, pro

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Dental neglect is expensive for the individual, family and community.	Invite dentist to talk to class on mecha partials and dentures. Graph cost of maintenance of dentures v own teeth. (Include cost of linings, c etc.) Make charts on comparative costs of lon dental supervision and long-term neglec (See Dental Laboratories or Dentists
There are various methods of financing dental care.	Discuss relationships of your own total dental needs and budget. (i.e. color te orthodontia; orthodontia vs college edu Interview dentists about various method Investigate insurance plans for dental

ate as a consumer of dental information, products and services.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
e	Invite dentist to talk to class on mechanics and cost of partials and dentures. Graph cost of maintenance of dentures vs maintenance of own teeth. (Include cost of linings, cleaning, fillings, etc.) Make charts on comparative costs of long-term care with dental supervision and long-term neglect. (See Dental Laboratories or Dentists for Information)	6.6 6.8 6.9 6.19 6.32
	Discuss relationships of your own total value system to dental needs and budget. (i.e. color television vs orthodontia; orthodontia vs college education)	8.6
	Interview dentists about various methods of financing.	
	Investigate insurance plans for dental care.	6.27 6.30

DENTAL HEALTH RESOURCES

(Preview all films, Review all materials)

1.0 BOOKS

1.1 TEETH, HEALTH AND APPEARANCE. American Dental Association. Latest ed
1.2 National Science Teacher Association. FRONTIERS OF DENTAL SCIENCE. (A
State Health Department)
1.3 BE TRUE TO YOUR TEETH OR THEY WILL BE FALSE TO YOU. Devonshire Publis
Detroit, Michigan

4.0 FILMS

4.2 *Why Fluoridation? WSH
4.3 *Science Fights Tooth Decay, WSH
4.4 *Doctor Carter Takes A Ride, WSH
4.5 *Today Alice Is Three, WSH
4.6 *Dental Assistant: A Career of Service, WSH
4.7 *A Career in Professional Dentistry, WSH
4.8 *Pattern of a Profession, WSH
4.9 *Teeth, Their Structure and Care, WSH
4.10 *Why Clean Your Teeth, WSH
4.11 A Bright Future (Dental Hygiene), WSH
4.12 A Matter of Choice, WSH
4.13 Challenge of Dentistry, ADA
4.14 *A Drop in the Bucket, WSH
4.15 *Truth About Fluoridation, WSH
4.16 No Place Like Home, WSH

*(Produced by American Dental Association)

5.0 AMERICAN DENTAL ASSOCIATION, 211 EAST CHICAGO AVENUE, CHICAGO, ILLINOI

5.1 Chairside Instructor

DENTAL HEALTH RESOURCES

(Preview all films, Review all materials)

AND APPEARANCE. American Dental Association. Latest edition
nce Teacher Association. FRONTIERS OF DENTAL SCIENCE. (Available from Washington
Department)
UR TEETH OR THEY WILL BE FALSE TO YOU. Devonshire Publishing Company, P. O. Box 4735,
igan

ion? WSH
s Tooth Decay, WSH
Takes A Ride, WSH
s Three, WSH
ant: A Career of Service, WSH
rofessional Dentistry, WSH
Profession, WSH
Structure and Care, WSH
r Teeth, WSH
re (Dental Hygiene), WSH
hoice, WSH
Dentistry, ADA
Bucket, WSH
luoridation, WSH
Home, WSH

American Dental Association)

TAL ASSOCIATION, 211 EAST CHICAGO AVENUE, CHICAGO, ILLINOIS 60611

structor

6.0 TODAY'S HEALTH

6.1 "A Matter of Taste." October, 1965
6.2 "14 Dental Questions." April, 1963
6.3 Berland, Theodore. "What's the Truth About Mouthwash Mag
6.4 "Do Mouthwashes Have Merit?" August, 1962
6.5 Doty, J. Roy. "Mouthwashes: The Dental Viewpoint." Dec
6.6 Earle, Howard. "Anatomy of a Toothache." October, 1961
6.7 Patton, Charles, D.D.S. "Ask the Person Who Knows About
6.20 American Dental Association Staff. "Your Teeth and How T
6.21 "Probe Sends TV Pictures From Inside Mouth." May, 1962
6.22 Reed, Dorothy. "A Child's First Trip to the Dentist." Ja
6.23 Jackson, J. and Jackson, E. "Dentistry 100 Years Ago: Cr
6.24 "Study Tooth Enamel Crystals for Decay Causes." December,
6.25 Earle, Howard. "The Remarkable World of Dentistry." Apri
6.26 "Dental Care Before the Baby Is Born." March, 1964
6.27 Higdon, W. "About Insurance For Dental Care." September,
6.28 Wirth, F. H. "Occlusal Rehabilitation Correlates Dental
6.29 "Decay-Producing Germs Isolated From Hamster's Teeth." Ma
6.36 "Your Teeth: Folklore and Fallacies." April, 1964

GOOD HOUSEKEEPING

6.8 New Ideas About Prevention. March, 1963
6.9 New Ways To Guard Against Tooth Decay. January, 1964
6.10 New Miracles To Fight Tooth Decay. Fabruary, 1966
6.11 Inside The World of Dental Specialties. September, 1963

BETTER HOMES AND GARDENS

6.12 Just What Are Most Common Dental Problems. April, 1963

NEW YORK TIMES MAGAZINE

6.13 My Friend the Periodontist. February, 1964

TH

Taste." October, 1965
uestions." April, 1963
odore. "What's the Truth About Mouthwash Magic?" June, 1962
hes Have Merit?" August, 1962
. "Mouthwashes: The Dental Viewpoint." December, 1962
d. "Anatomy of a Toothache." October, 1961
les, D.D.S. "Ask the Person Who Knows About Fluoridation." October, 1961
tal Association Staff. "Your Teeth and How To Keep Them." January, 1961
TV Pictures From Inside Mouth." May, 1962
y. "A Child's First Trip to the Dentist." January, 1960
and Jackson, E. "Dentistry 100 Years Ago: Crude, Quaint and Painful." March, 1965
Enamel Crystals for Decay Causes." December, 1963
d. "The Remarkable World of Dentistry." April, 1963
Before the Baby Is Born." March, 1964
"About Insurance For Dental Care." September, 1964
"Occlusal Rehabilitation Correlates Dental Treatment." March, 1966
cing Germs Isolated From Hamster's Teeth." May, 1963
Folklore and Fallacies." April, 1964

EEPING

out Prevention. March, 1963
Guard Against Tooth Decay. January, 1964
To Fight Tooth Decay. Fabruary, 1966
orld of Dental Specialties. September, 1963

AND GARDENS

e Most Common Dental Problems. April, 1963

ES MAGAZINE

e Periodontist. February, 1964

NEWSWEEK

6.14 Brace Yourself, Orthodontic Treatment. May 18, 1964

TIME

6.15 Fluorides for Better Bites. November 12, 1964
6.16 Fluorides for Adults. April 8, 1966

PARENT'S MAGAZINE

6.17 If Your Child Knocks Out a Tooth. February, 1966

READER'S DIGEST

6.18 Facts About Fluoridation. November, 1965
6.19 Secret of Keeping Your Teeth. March, 1966

CHANGING TIMES

6.30 Insurance For Doctor Bills. October, 1965
6.31 Power Toothbrush: Worth the Money? November, 1963
6.32 What Doctors and Dentists Charge. September, 1963

CONSUMER BULLETIN

6.33 Electric Toothbrushes. March, 1964
6.34 Automatic Toothbrushes, Boom or Bane? January, 1965

AMERICAN JOURNAL OF PUBLIC HEALTH

6.35 Fluoridation: Public Health and the Democratic Process. Septe
State Health)

lf, Orthodontic Treatment. May 18, 1964

r Better Bites. November 12, 1964
r Adults. April 8, 1966

AZINE

d Knocks Out a Tooth. February, 1966

EST

Fluoridation. November, 1965
eping Your Teeth. March, 1966

ES

r Doctor Bills. October, 1965
rush: Worth the Money? November, 1963
and Dentists Charge. September, 1963

LETIN

thbrushes. March, 1964
othbrushes, Boom or Bane? January, 1965

RNAL OF PUBLIC HEALTH

: Public Health and the Democratic Process. September, 1965 (or from Washington
)

8.0 WASHINGTON STATE DEPARTMENT OF HEALTH, PUBLIC HEALTH BUILDING, OLYMPIA, WASHINGTON 98501

8.1 *Drink Away Tomorrow's Tooth Decay
8.2 They're Your Teeth, You Can Keep Them
8.3 Your Child's Teeth
8.4 Your Teeth, How To Save Them
8.5 *Your Guide to Dental Health
8.6 *Orthodontics, Questions and Answers
8.7 *Fluoridation Facts
8.8 *Your Dentist Recommends Fluoridation
8.9 *Fluoride Helps Prevent Tooth Decay
8.10 *Why Your Dentist Recommends Fluoridation
8.11 *Dental Health Teaching Outline
8.12 *Diet and Dental Health
8.13 Hidden Sugars
8.14 *Scientific Reasoning and the Fluoridation Controversy
8.15 *Answers to Criticisms of Fluoridation
8.16 *They're Your Teeth
8.17 *Dental Health Facts for Teachers

*Published by A.D.A.

12.0 PROCTOR AND GAMBLE PROFESSIONAL SERVICES, P. O. BOX 171, CINCINNATI, OHIO 45201

12.1 Dental Health Outline--Advanced Grades
12.3 Tablet Test

DISEASE CONTROL

Overview

The study of disease should not be so much with specific dise
of the multiple factors which enter into whether or not a disease may d
number of invading organisms, pre-disposition, contributing factors, or
all enter into this determination.

Selection of diseases to study arises from the needs of the t
and the interests of the students. For instance some specific diseases
certain group such as venereal diseases among teen-agers, necessitates
studied not so much in the hope of preventing them because we have no s
we need to evaluate the parade of "cold remedies" advertised and we nee
be forerunners of other diseases. Hepatitis is another disease often i
continues to increase. Cancer, cardiovascular, and respiratory infecti
death and disability and therefore must be a part of a curriculum. Sup
pared in these to show how detailing some diseases might take place.

Can we fail to study about the struggle to overcome diabetes,
though these have been relegated to a lower level of concern of causes
our country? The historical study of these can develop appreciation of
women, and in addition, give valuable understanding for further prevent
understanding for prevention in other countries.

DISEASE CONTROL

Overview

y of disease should not be so much with specific diseases as with an understanding ctors which enter into whether or not a disease may develop. One's resistance, the organisms, pre-disposition, contributing factors, or combinations of these factors s determination.

n of diseases to study arises from the needs of the times, the age levels involved of the students. For instance some specific diseases particularly prevalent to a as venereal diseases among teen-agers, necessitates special attention. Colds are ch in the hope of preventing them because we have no sure prevention, but because e the parade of "cold remedies" advertised and we need to understand that colds may other diseases. Hepatitis is another disease often ignored and yet its incidence ease. Cancer, cardiovascular, and respiratory infections are leading causes of ity and therefore must be a part of a curriculum. Supplementary units have been pre- show how detailing some diseases might take place.

fail to study about the struggle to overcome diabetes, polio, tuberculosis, even been relegated to a lower level of concern of causes of death and disability in historical study of these can develop appreciation of the work of dedicated men and ition, give valuable understanding for further prevention here and helpful aid and prevention in other countries.

And what of the diseases (or are they conditions) that are

we ignore the study of these--muscular dystrophy, multiple sclerosis,

Evaluation of literature flooding us on"well-being" must be

what science knows as of now to prevent long term disability is a goal

Alleviation of fear of disease from ignorance about prevention and con

outcome of this unit.

Memorization of incubation periods is not an important exerc

concept of the incubation period is. Dates of important developments

recalled but appreciation of the efforts and results should be develop

Voluntary agencies have exceptional and pertinent materials

the diseases (or are they conditions) that are still mysteries to us. Shall
f these--muscular dystrophy, multiple sclerosis, etc.
of literature flooding us on"well-being" must be appraised and selection from
of now to prevent long term disability is a goal of studying about diseases.
f disease from ignorance about prevention and control of diseases--is another

n of incubation periods is not an important exercise for student learning; the
ation period is. Dates of important developments in disease control need not be
ation of the efforts and results should be developed.
agencies have exceptional and pertinent materials for this unit.

COMPETENCIES

Competency I:	Students appreciate the historical aspects of prevention an
Competency II:	Students understand the possible causes and effects of disea
Competency III:	Students assume responsibility for prevention and control o themselves and others.
Competency IV:	Students support programs organized to control disease local internationally.

COMPETENCIES

Students appreciate the historical aspects of prevention and control of disease.

Students understand the possible causes and effects of disease.

Students assume responsibility for prevention and control of disease within themselves and others.

Students support programs organized to control disease locally, nationally, and internationally.

COMPETENCY I: Appreciate the historical aspect of disease prevention anc

CONCEPTS *(Junior High)*	SAMPLE LEARNING EXPERIENCES
Individuals have played important roles in discoveries relating to disease control.	Develop written reports on scientists who pic the discovery of disease.
The study of past efforts in controlling disease helps give insight into future health practices.	Make a scrap book showing current scientific ments against disease. Contrast to past effe (See Heart Disease, Cancer and Respiratory Units)

e the historical aspect of disease prevention and control.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Develop written reports on scientists who pioneered in the discovery of disease. Make a scrap book showing current scientific developments against disease. Contrast to past efforts. (See Heart Disease, Cancer and Respiratory Disease Units)	1.2 1.4 1.6 1.7 1.9 1.10 1.13 1.38 1.40 1.41 1.42 1.47 1.49 1.50 2.24 3.1 4.1 4.10 4.25 4.69 6.1 6.5 6.7 6.8 6.14 6.19 6.21 6.34 6.37 6.38 13.3

COMPETENCY II: Understand possible causes and effects of disease.

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
The cause-effect of diseases develops into a mosaic pattern.	Define the following in relationship to disea municable, infectious, contagious, non-commun functional, emotional, mental, hereditary, so chronic, degenerative, neoplastic, metabolic, and unknown. Attempt to classify diseases and discuss diff classifying. (i.e. should muscular dystrophy classified as a disorder of the muscular syst metabolic disturbance?)
The onset and course of disease depends on many factors.	Review factors which might develop diseases i Make slides of nonpathogenic bacteria. Draw the differences in the shape of the bacteria. pared slides of the pathogenic bacteria to ob shape. Select one disease; report on possible cause (if communicable, how it was transmitted); ho affects man, include history of disease if po (Venereal disease and other diseases prevalen age group should be thoroughly explored.) (See Cancer, Heart, and Respiratory Units)

derstand possible causes and effects of disease.

	SAMPLE LEARNING EXPERIENCES	***RESOURCES***
o of ny	Define the following in relationship to disease: communicable, infectious, contagious, non-communicable, functional, emotional, mental, hereditary, social, chronic, degenerative, neoplastic, metabolic, traumatic, and unknown. Attempt to classify diseases and discuss difficulty in classifying. (i.e. should muscular dystrophy be classified as a disorder of the muscular system or a metabolic disturbance?) Review factors which might develop diseases in man. Make slides of nonpathogenic bacteria. Draw and describe the differences in the shape of the bacteria. Use prepared slides of the pathogenic bacteria to observe their shape. Select one disease; report on possible cause or causes, (if communicable, how it was transmitted); how it affects man, include history of disease if possible. (Venereal disease and other diseases prevalent in this age group should be thoroughly explored.) (See Cancer, Heart, and Respiratory Units)	1.1 4.14 6.43 1.3 4.15 11.49 1.12 4.16 11.66 1.37 4.23 11.67 1.48 4.27 11.68 2.2 4.29 11.69 2.3 4.30 11.70 2.4 4.33 2.5 4.34 2.6 5.3 2.7 5.6 2.8 5.7 2.10 5.8 2.11 5.9 2.12 5.10 2.13 6.2 2.14 6.6 2.15 6.11 2.16 6.13 2.17 6.26 2.18 6.28 2.19 6.29 2.20 6.30 3.1 6.32 3.2 6.35 4.3 6.36 4.4 6.39 4.7 6.40 4.11 6.41 4.13 6.42

COMPETENCY III: Assume responsibility for prevention and control of di
and others.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Disease prevention and control is an individual responsibility.	(In the reports on disease under Competenc possible preventions and controls such as immunity, body defenses, etc.) Illustrate on felt board how natural body (i.e. lock anti-body to antigen like key i Develop a bulletin board. On one side pla which we have known preventive measures. side, place some of the diseases that stil and unsolved. Obtain monthly and yearly reports on disea the public health department. Discuss how might be lessened. Discuss why individuals do not always avai known preventive measures. (polio shots, etc.) (See Anatomy and Physiology, Smoking and Cancer, Heart and Respiratory Disease Un

esponsibility for prevention and control of disease within themselves
rs.

SAMPLE LEARNING EXPERIENCES	RESOURCES
(In the reports on disease under Competency II include possible preventions and controls such as health habits, immunity, body defenses, etc.) Illustrate on felt board how natural body defenses work. (i.e. lock anti-body to antigen like key in a lock) Develop a bulletin board. On one side place diseases for which we have known preventive measures. On the other side, place some of the diseases that still are prevalent and unsolved. Obtain monthly and yearly reports on diseases reported to the public health department. Discuss how the incidence might be lessened. Discuss why individuals do not always avail themselves of known preventive measures. (polio shots, not smoking, etc.) (See Anatomy and Physiology, Smoking and Health, and Cancer, Heart and Respiratory Disease Units)	1.15 1.36 1.43 1.61 4.5 4.6 4.8 4.12 4.24 4.28 5.1 5.4 5.5 5.10 6.31 13.1

Support programs organized to alleviate disease loca
nationally.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Some national and international health problems need group action to solve them.	Form committees to research and report on efforts to control disease (including dur interstate and national efforts to contro local efforts to control disease. Give after-school help to voluntary agenc etc. (See Community Health and Consumer Hea

ort programs organized to alleviate disease locally, nationally, and inter-
onally.

	SAMPLE LEARNING EXPERIENCES	**RESOURCES**
r- ms olve	Form committees to research and report on: international efforts to control disease (including during space travel), interstate and national efforts to control disease, local efforts to control disease. Give after-school help to voluntary agencies, hospitals, etc. (See Community Health and Consumer Health Units)	1.32 1.38 1.44 4.2 5.11

COMPETENCY I: Appreciate the historical aspect of disease prevention a

CONCEPTS (Senior High)	**SAMPLE LEARNING EXPERIENCES**
Historical study of diseases helps understanding of current medical practices.	Report from books on medical history and r cuss influence on today's medical practice Develop mural of historical events which h increase our longevity.

the historical aspect of disease prevention and control.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Report from [illegible]oks on medical history and research. Discuss influence on today's medical practice. Develop mural of historical events which have helped increase our longevity.	1.8 1.30 1.14 1.33 1.16 1.35 1.18 1.36 1.19 4.32 1.20 4.68 1.23 6.4 1.24 6.20 1.25 1.28 1.29

COMPETENCY II: Understand possible causes and effects of disease.

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Forces that develop disease within man are varied, complex, and interrelated.	Form committees, select one disease or a group and report on the information below. Examples vidual diseases or group diseases might be: a arthritis, venereal diseases, heart, diabetes, muscular, communicable, cancer, respiratory, a insect diseases. a. history (from primitive to now) b. cause (agents' theories, hereditary rela c. source and/or mode of transmission if a d. incubation period; period of communicabi period of involvement; remissions; (disc the physiological phenomenon of these if e. care (possible reaction to drugs) f. control (preventions, if possible) g. future research (discuss relationship of defenses, transplantation, susceptabilit h. seasonal or cyclic possibilities Develop a bulletin board to show all influence affect whether "a disease" develops. (age, se status of an individual, nutrition, number of etc.) (See Heart, Cancer, and Respiratory Disease (See junior high list)

possible causes and effects of disease.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Form committees, select one disease or a group of diseases and report on the information below. Examples of individual diseases or group diseases might be: allergies, arthritis, venereal diseases, heart, diabetes, neuromuscular, communicable, cancer, respiratory, animal and insect diseases. a. history (from primitive to now) b. cause (agents' theories, hereditary relationships) c. source and/or mode of transmission if any d. incubation period; period of communicability; period of involvement; remissions; (discuss from the physiological phenomenon of these if possible) e. care (possible reaction to drugs) f. control (preventions, if possible) g. future research (discuss relationship of body defenses, transplantation, susceptability, etc.) h. seasonal or cyclic possibilities Develop a bulletin board to show all influences which may affect whether "a disease" develops. (age, sex, health status of an individual, nutrition, number of organisms, etc.) (See Heart, Cancer, and Respiratory Disease Units) (See junior high list)	1.14 1.16 1.17 1.22 1.26 1.27 1.31 1.51 2.1 4.16 4.17 4.19 4.20 4.21 4.22 4.23 6.9 6.12 6.17 6.33 11.66 13.4

COMPETENCY III: Assume responsibility for prevention and control of disease wi
others.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
It may be possible to control disease or its effects by identification and acceptance of known preventive and remedial measures.	Form groups to investigate and report on the foll principal ways to prevent and control disease. I group reports, attempt to give specific ideas whi individuals might use. Principal ways to prevent or control communicable eases: 1. prevent spread of disease agents (i.e., cle 2. increase resistance of new host (i.e., immu 3. minimize ill effects of cases not prevented treatment) Principal ways to control chronic diseases: 1. primary prevention or prevent disease from (i.e., eliminate air pollution, smoking) 2. secondary prevention or preventing disabili death (insulin injections)
Parental responsibility involves protection and/or disease education of children.	Plan field trip by representatives from class to well-baby clinic (public health department). Rep why it is called a well-baby clinic; relate this petency III. Get buzz group reactions to a teacher-prepared "gu for parental responsibility." Investigate by reading or interviewing pediatricia immunizations are not given to children much befor to three months of age (thymus gland and body defe maternal antibodies).

esponsibility for prevention and control of disease within themselves and

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
rol nce	Form groups to investigate and report on the following principal ways to prevent and control disease. In the group reports, attempt to give specific ideas which individuals might use. Principal ways to prevent or control communicable diseases: 1. prevent spread of disease agents (i.e., cleanliness) 2. increase resistance of new host (i.e., immunizations) 3. minimize ill effects of cases not prevented (i.e, treatment) Principal ways to control chronic diseases: 1. primary prevention or prevent disease from occuring (i.e., eliminate air pollution, smoking) 2. secondary prevention or preventing disability or death (insulin injections)	1.5 6.23 1.11 6.24 1.17 13.5 1.21 1.22 1.31 1.45 1.52 2.9 4.9 4.26 5.12 6.4 6.10 6.17 6.18
ren.	Plan field trip by representatives from class to the well-baby clinic (public health department). Report on why it is called a well-baby clinic; relate this to Competency III.	
	Get buzz group reactions to a teacher-prepared "guidelines for parental responsibility."	
	Investigate by reading or interviewing pediatricians why immunizations are not given to children much before two to three months of age (thymus gland and body defenses, maternal antibodies).	

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
	Prepare reports on the following: a. purpose of fever b. use of electroencephalograph and cardi c. effects of antibiotics on body and mic d. effects of rest, liquids and other me the body when ill e. activities involved in a physical exam how they relate to early diagnosis of f. booster shots Demonstrate the techniques used by a diabeti analyze his own body chemistry. (drugstore and tapes or pills for this purpose) (See Anatomy and Physiology, Consumer Heal Units)

MPLE LEARNING EXPERIENCES	RESOURCES
epare reports on the following: a. purpose of fever b. use of electroencephalograph and cardiograph c. effects of antibiotics on body and microorganisms d. effects of rest, liquids and other medication on the body when ill e. activities involved in a physical examination and how they relate to early diagnosis of disease f. booster shots monstrate the techniques used by a diabetic to daily alyze his own body chemistry. (drugstore has test tubes d tapes or pills for this purpose) (See Anatomy and Physiology, Consumer Health, and Drug Units)	

COMPETENCY IV: Support programs organized to alleviate disease locally, nationally.

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Universal efforts to conquer disease have sociological, economic, and psychological significance.	Prepare oral reports on the relationship of disease, and medicine. Investigate incidence of diseases in other availability of preventive and remedial metr countries.
Community health is everyone's responsibility.	Have committees develop 15 minute televisio explain health problems and community resour to aid people of the community. (It may be use these on an education channel in the com Interview volunteers and paid professional s tary agencies on how their agency began and to have a good program. Interview city council members, mayor, etc. community health problem was or could be sol such as air or water pollution, need for a h for mental health centers, fluoridation, etc (See Community Health, Heart, Cancer, and Disease Units)

rams organized to alleviate disease locally, nationally, and inter-

SAMPLE LEARNING EXPERIENCES	RESOURCES
Prepare oral reports on the relationship of space, life, disease, and medicine. Investigate incidence of diseases in other countries and availability of preventive and remedial methods to those countries. Have committees develop 15 minute television programs to explain health problems and community resources available to aid people of the community. (It may be possible to use these on an education channel in the community.) Interview volunteers and paid professional staff of voluntary agencies on how their agency began and what it takes to have a good program. Interview city council members, mayor, etc. on how a community health problem was or could be solved. (Problems such as air or water pollution, need for a hospital, need for mental health centers, fluoridation, etc.) (See Community Health, Heart, Cancer, and Respiratory Disease Units)	1.25 1.32 1.34 1.46 6.3 6.22 6.25 6.27 4.18

SUPPLEMENTARY UNIT

CANCER

COMPETENCY I: Appreciate the historical aspect of disease, prev

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Cancer was described in early recordings of man's problems.	Prepare reports on earliest evidence 1. time of Pharoahs (Egyptian tom 2. time of Greeks (Hippocrates' w 3. time of the Romans 4. ancient Hindus 5. 1714-1788--Dr. Percival Pott 6. first society for cancer preve 7. Rudolf Virchow 8. Wilhelm Roentgen 9. Marie Curie Make a sample time graph to portray from earliest times.

ciate the historical aspect of disease, prevention and control.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
n 's	Prepare reports on earliest evidences of cancer: 1. time of Pharoahs (Egyptian tombs) 2. time of Greeks (Hippocrates' writings) 3. time of the Romans 4. ancient Hindus 5. 1714-1788--Dr. Percival Pott 6. first society for cancer prevention 7. Rudolf Virchow 8. Wilhelm Roentgen 9. Marie Curie Make a sample time graph to portray evidence of cancer from earliest times.	2.30 11.2 11.12 13.2

COMPETENCY II: Understand possible causes and effects of disease.

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Cell division is a planned biological process, but cancer is a disorderly growth of cells which invade healthy tissue.	Make diagrams of cells showing both norma cell division and tissue formation; discus of multiplication. Discuss benign tumor vs malignant abnorma (tumors). (See Anatomy and Physiology Unit)
Cancer is a major health problem.	Chart increase and decrease in types of ca reasons for increases (longer life span, e decrease (improved diagnosis and treatment Develop posters showing incidence of cance sex, and age. Construct a silhouette of large body figur of cancer. Graph the prevalence of cancer in relatio disease.

ssible causes and effects of disease.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Make diagrams of cells showing both normal and abnormal cell division and tissue formation; discuss changed rate of multiplication. Discuss benign tumor vs malignant abnormal growths (tumors). (See Anatomy and Physiology Unit)	1.36 1.47 2.27 4.35 11.1 11.74
Chart increase and decrease in types of cancer. Discuss reasons for increases (longer life span, etc.) and decrease (improved diagnosis and treatment). Develop posters showing incidence of cancer by site, sex, and age. Construct a silhouette of large body figure showing sites of cancer. Graph the prevalence of cancer in relation to other disease.	2.27 11.2 11.4 11.76

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
Existing fallacies about cancer inhibit early detection and treatment.	List common statements "heard" about cancer. Investigate the accuracy of such statements. (See Consumer Health Unit) Discuss attitudes displayed toward cancer pa past years. (interview parents, grandparent find out)

SAMPLE LEARNING EXPERIENCES	RESOURCES
List common statements "heard" about cancer. Investigate the accuracy of such statements. (See Consumer Health Unit) Discuss attitudes displayed toward cancer patients in past years. (interview parents, grandparents, etc. to find out)	1.39 11.3

COMPETENCY III: Assume responsibility for prevention and control of disease
others.

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Precancerous changes in cells occur if certain continued conditions are not corrected.	Investigate predisposing causes of cancer (age, tion, heredity); using this knowledge, discuss formulate types of behavior which might relate vention. Report on types of irritations which seem to pr cellular changes. (mechanical, chemical, therm active)
Cancer's seven warning signals mean "see a physician immediately".	Develop posters on each of the seven warning si Make flip cards with warning signals on each. by having students tell what types of cancer mi indicated by signal.
Many cancer patients die needlessly.	Develop posters, charts, or graphs on the addit number of lives that can be saved through early diagnosis and treatment. Students poll parents to find out how many have annual checkups. Report on major sites of cancer which may have curability rate than now being realized (cancer uterus, lung, colon).

Assume responsibility for prevention and control of disease within themselves and others.

igh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
ges in rtain ons are	Investigate predisposing causes of cancer (age, irritation, heredity); using this knowledge, discuss and formulate types of behavior which might relate to prevention. Report on types of irritations which seem to produce cellular changes. (mechanical, chemical, thermal, radioactive)	2.30 3.7 4.36 9.1
rning a physi- .	Develop posters on each of the seven warning signals. Make flip cards with warning signals on each. Play game by having students tell what types of cancer might be indicated by signal.	
nts die	Develop posters, charts, or graphs on the additional number of lives that can be saved through early detection, diagnosis and treatment. Students poll parents to find out how many have regular, annual checkups. Report on major sites of cancer which may have a higher curability rate than now being realized (cancer of breast, uterus, lung, colon).	4.37 4.45 11.4

COMPETENCY IV: Support programs organized to alleviate disease locally
nationally.

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Private and government groups work toward reduction of cancer.	Develop TV programs to inform a community a of the following work toward reduction of a. communication media (TV, radio, news b. professional groups (clinics, resear c. organizations (cancer society, publi departments) d. other (schools) (See Community Health Unit)

programs organized to alleviate disease locally, nationally, and inter-
ly.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Develop TV programs to inform a community about how each of the following work toward reduction of cancer: a. communication media (TV, radio, newspaper) b. professional groups (clinics, research) c. organizations (cancer society, public health departments) d. other (schools) (See Community Health Unit)	11.73

COMPETENCY I: Appreciate the historical aspects of prevention and cont

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Systematic search for the cause of cancer started about two hundred years ago and still continues.	Prepare reports on: 1. Story of Dr. Pott and the chimney sw 2. Dr. John Hunter (1728-1793) who prop society for cancer. 3. Rudolf Virchow (1821-1902) 4. Anthony Van Leewenhoek and the micro 5. Wilhelm Roentgen 6. Marie Curie (1867-1934) 7. Dr. George Nicholas Papanicolaou

reciate the historical aspects of prevention and control of disease.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
the ed rs es.	Prepare reports on: 1. Story of Dr. Pott and the chimney sweeps. 2. Dr. John Hunter (1728-1793) who proposed the first society for cancer. 3. Rudolf Virchow (1821-1902) 4. Anthony Van Leewenhoek and the microscope vs cancer. 5. Wilhelm Roentgen 6. Marie Curie (1867-1934) 7. Dr. George Nicholas Papanicolaou	1.1 1.18 1.19 1.23 1.39 6.52 11.2 11.12

COMPETENCY II: Understand possible causes and effects of diseas

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
There are different types of disorderly cell growths.	Invite resource persons to explai sarcomas and show diseased tissue lung section; radiologist--x-rays technologist--slides on blood, le cells) Discuss how secondary cancer site sites.
The many possible causes of cancer pose a challenging puzzle.	Develop reports by committees on causes of cancer: viruses, hormo unknown, chronic irritations, occ customs, habits, chemicals, and s results of interviews, illustrati rent readings and historical back (See Smoking and Health, Enviro and Anatomy and Physiology Unit
The entire body is vulnerable to cancer.	Have a male panel report on possi males. (Include possible symptom of girls reporting on cancer site Discuss the methods by which canc the body. (Relate to need for ea Develop a display showing how mal (local extension and metastasis)

nderstand possible causes and effects of disease.

)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
types growths.	Invite resource persons to explain carcinomas and sarcomas and show diseased tissue. (Pathologist--frozen lung section; radiologist--x-rays of growth; medical technologist--slides on blood, leukemic cells, skin cancer cells) Discuss how secondary cancer sites help identify primary sites.	1.36 1.47 4.35
auses of enging	Develop reports by committees on the following possible causes of cancer: viruses, hormones, heredity, age, unknown, chronic irritations, occupational exposure, customs, habits, chemicals, and smoking. (Include results of interviews, illustrative demonstrations, current readings and historical background.) (See Smoking and Health, Environment and Heredity, and Anatomy and Physiology Units)	1.6 1.47 2.27 2.30 11.2
vulnerable	Have a male panel report on possible cancer sites in males. (Include possible symptoms.) Do same with panel of girls reporting on cancer sites in women. Discuss the methods by which cancer spreads throughout the body. (Relate to need for early detection.) Develop a display showing how malignant growths spread. (local extension and metastasis)	1.39 1.47 2.30 4.43 6.44 11.3 11.6 11.7 11.8

COMPETENCY III:. Assume responsibility for prevention and control of disea
others.

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
The hopeful side of cancer involves early diagnosis.	Invite a qualified physician to explain how detected. (medical history, physical exami tory tests, x-rays, etc.) Have him explain detection methods: biopsy, cytological sme sigmoidoscopic examinations, etc. Invite a cured cancer patient to talk about and treatment and cure (i.e., someone who h yngotomy) or report on success of learning larynx. Define what a "cured" cancer patie Role play "Good Communication Between Patie to show the need for a two-way understandin said. (See Consumer Health Unit) Play "To Tell The Truth" with one actually patient (preferably adults). Give symptoms types of cancer which patient had. Committees report on: a. deviations from normal body functions us to seek medical attention b. subtle changes which may not give war c. misconceptions which keep us from see help d. breast self-examination e. pap test

. Assume responsibility for prevention and control of disease within themselves and others.

igh)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
of cancer iagnosis.	Invite a qualified physician to explain how cancer can be detected. (medical history, physical examination, laboratory tests, x-rays, etc.) Have him explain current detection methods: biopsy, cytological smears, proctosigmoidoscopic examinations, etc. Invite a cured cancer patient to talk about his diagnosis and treatment and cure (i.e., someone who has had laryngotomy) or report on success of learning to talk without larynx. Define what a "cured" cancer patient means. Role play "Good Communication Between Patient and Doctor" to show the need for a two-way understanding of what is said. (See Consumer Health Unit) Play "To Tell The Truth" with one actually cured cancer patient (preferably adults). Give symptoms for specific types of cancer which patient had. Committees report on: a. deviations from normal body functions which signal us to seek medical attention b. subtle changes which may not give warning signs c. misconceptions which keep us from seeking medical help d. breast self-examination e. pap test	1.36 1.39 2.23 2.27 2.30 3.6 4.38 4.39 4.40 4.42 6.48 6.55 11.5 11.12 11.75 11.76

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
The hopeful side of cancer involves early treatment by qualified medical personnel.	Visit a clinic and/or hospital laboratory er cancer treatment. After visits discuss appr of cancer treatment: surgery, radiation, ar Present a socio-drama depicting unqualified treatment. Discuss news articles concernin drugs or unethical treatments. Discuss why quackery persists. Report research on hopeful new methods of tr (possible break through on leukemia)

SAMPLE LEARNING EXPERIENCES	RESOURCES
Visit a clinic and/or hospital laboratory engaged in cancer treatment. After visits discuss approved methods of cancer treatment: surgery, radiation, and chemotherapy. Present a socio-drama depicting unqualified methods of treatment. Discuss news articles concerning unapproved drugs or unethical treatments. Discuss why cancer quackery persists. Report research on hopeful new methods of treating cancer. (possible break through on leukemia)	1.39 2.27 2.30 4.41 4.42 11.5 11.9 11.10 11.11 11.12

COMPETENCY IV: Support programs organized to alleviate disease locall
nationally.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Research and education is the frontier of cancer knowledge.	Investigate organizations involved in ca cancer educational programs for both pro lay persons. Have class groups develop and present ca programs to: 1. civic groups 2. PTA 3. girls' and boys' club 4. other classes 5. school assembly Invite an American Cancer Society repres cancer information available to the publ
Cancer is a social and economic problem.	Investigate services available to cancer public and private health agencies. Conduct interviews of the following to d treatment and care of cancer patients: a. hospital administrator b. doctor c. social worker in a public health d d. public health nurse e. cured patient of cancer f. personnel manager

ort programs organized to alleviate disease locally, nationally, and inter-
onally.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
is the wledge.	Investigate organizations involved in cancer research and cancer educational programs for both professional and lay persons.	1.15 2.27 2.30 2.31
	Have class groups develop and present cancer educational programs to: 1. civic groups 2. PTA 3. girls' and boys' club 4. other classes 5. school assembly	3.3 3.4 4.44 11.13 11.73
	Invite an American Cancer Society representative to discuss cancer information available to the public.	
	Investigate services available to cancer patients from public and private health agencies.	2.22
	Conduct interviews of the following to determine cost of treatment and care of cancer patients: a. hospital administrator b. doctor c. social worker in a public health department d. public health nurse e. cured patient of cancer f. personnel manager	

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Medical careers are open to those interested in cancer control.	Invite a panel including a medical techno gist, radiologist, and health educator to training and work. (See Health Careers Unit)

High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
are open ted in	Invite a panel including a medical technologist, pathologist, radiologist, and health educator to describe their training and work. (See Health Careers Unit)	11.45 11.71 11.72

SUPPLEMENTARY DISEASE UNIT

RESPIRATORY DISEASES

COMPETENCY I: Appreciate the historical aspects of disease preven

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Research on diseases of the respiratory tract is a part of history.	Interview language arts teachers to fi which give accounts of famous persons tuberculosis.

preciate the historical aspects of disease prevention and control.

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
of t is	Interview language arts teachers to find out about books which give accounts of famous persons who have had tuberculosis.	1.4 1.58 1.7 1.59 1.14 3.5 1.55 6.38

COMPETENCY II: Understand possible causes and effects of disease.

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
The way the respiratory system functions contributes to health.	Review if necessary the parts of the body involved in respiration (nose, sinuses, ph windpipe, lungs, diaphragm). Demonstrate work performed by lung by usin secured from slaughter house. Inflate lun hose and watch the air sacs contract and r out diseased areas and their probable caus List diseases and disorders of the respira one column. In next column list possible influences of these. Draw lines of probab ships. (See Anatomy and Physiology and Communit

erstand possible causes and effects of disease.

	SAMPLE LEARNING EXPERIENCES	***RESOURCES***
ory trib-	Review if necessary the parts of the body that are involved in respiration (nose, sinuses, pharynx, larynx, windpipe, lungs, diaphragm). Demonstrate work performed by lung by using a sheep lung secured from slaughter house. Inflate lungs with air hose and watch the air sacs contract and relax. Point out diseased areas and their probable causes. List diseases and disorders of the respiratory system in one column. In next column list possible causes or influences of these. Draw lines of probable relationships. (See Anatomy and Physiology and Community Health Units)	1.53 1.54 1.62 2.25 5.2 9.1 9.3 11.50 11.51 11.60

COMPETENCY III: Assume responsibility for prevention and control of disease
others.

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
Selection of known preventive measures may affect the health level of the respiratory system.	Discuss respiratory diseases most commonly foun area. Have a panel discuss dangers of ignoring symptoms of illnesses; give possible preventive to be applied. Arrange for a doctor or public health nurse to efforts of research to prevent respiratory dise (i.e. research on colds, flu vaccines, etc.) Divide into groups to research information on c remedies. One group can interview pharmacists; doctors and/or nurse; a third read articles; a interview lay people. Evaluate answers. Devel for accepting or rejecting cold remedies offere various individuals and groups. Have techniques of x-ray explained by resource through field trip: how it is used in detectin ratory diseases. (Resource person: physics te x-ray technician, doctor.) Discuss why tubercu ing is used in preference to x-ray for detectio tuberculosis. Investigate smoking and its affects on the body oral reports on how it affects the human body. Write local organizations for the latest materi smoking hazards (TB, Cancer, Heart, Medical Soc Use material to do written or oral reports on t listed by class.

ne responsibility for prevention and control of disease within themselves and
rs.

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
ven- ct e	Discuss respiratory diseases most commonly found in your area. Have a panel discuss dangers of ignoring signs and symptoms of illnesses; give possible preventive measures to be applied. Arrange for a doctor or public health nurse to discuss efforts of research to prevent respiratory diseases. (i.e. research on colds, flu vaccines, etc.) Divide into groups to research information on cold remedies. One group can interview pharmacists; another, doctors and/or nurse; a third read articles; a fourth interview lay people. Evaluate answers. Develop criteria for accepting or rejecting cold remedies offered by various individuals and groups. Have techniques of x-ray explained by resource person or through field trip: how it is used in detecting respiratory diseases. (Resource person: physics teacher, x-ray technician, doctor.) Discuss why tuberculosis testing is used in preference to x-ray for detection of tuberculosis. Investigate smoking and its affects on the body. Give oral reports on how it affects the human body. Write local organizations for the latest materials on smoking hazards (TB, Cancer, Heart, Medical Society). Use material to do written or oral reports on topics listed by class.	1.55 4.57 4.58 4.59 4.60 4.61 4.62 4.63 4.64 4.65 4.66 6.45 11.57 11.58 11.59 11.62 11.63

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
	Debate the current arguments for and against Document what is said so that debate is not a of students' own ideas. Organize a poster contest to show effects of on our respiratory system. (See Smoking and Health Unit)

ior High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Debate the current arguments for and against smoking. Document what is said so that debate is not an argument of students' own ideas. Organize a poster contest to show effects of cigarettes on our respiratory system. (See Smoking and Health Unit)	

COMPETENCY IV: Support programs to alleviate disease lo

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Community resources help with respiratory problems.	Explore community resources help fight respiratory disea of research, education, trea pneumonia, hay fever, asthma Find someone who has travele of other countries' problems Discuss what each individual control of respiratory disea his immediate associates, hi Analyze how your voluntary a spent. Define and discuss pneumonau iosis. You say it (nu - mon silikp - volkano - ko - nee word in the dictionary and i miners. (See Community Health Unit

upport programs to alleviate disease locally, nationally, and internationally.

h)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
help oblems.	Explore community resources to find out how organizations help fight respiratory diseases. Include the activities of research, education, treatment, etc. (TB, influenza, pneumonia, hay fever, asthma, air pollution.)	1.56 1.59 11.52 11.61 11.65
	Find someone who has traveled abroad and can give details of other countries' problems on respiratory diseases.	
	Discuss what each individual's responsibility is in the control of respiratory disease as related to himself, his immediate associates, his community, etc.	
	Analyze how your voluntary agencies' dollars are being spent.	
	Define and discuss pneumonaultramicroscopicsilicovalcanoniosis. You say it (nu - mono - ultra - mikro - skopik - silikp - volkano - ko - nee - o - sis). It's the largest word in the dictionary and is a disease found among coal miners.	
	(See Community Health Unit)	

COMPETENCY II: Understand possible causes and effects of disease.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Factors in the transmission and development of respiratory diseases are varied, complex and interrelated.	List on the board all of the diseases of the respir system which class members have heard of within the year or two. (These could be: colds, tuberculosis emphysema, asthma, bronchitis, hay fever, lung canc cystic fibrosis, influenza, pleurisy, pneumonia.) Discuss briefly those which they would like to know or might need to know more about. Form committees to collect data and report to class these selected respiratory diseases, covering: a. causes (theories, agents, hereditary relation b. source and/or mode of transmission c. incubation period; period of communicability; ceptibility and resistance (relate to body's protective mechanisms) d. preventive measures, control methods, care e. current and needed research (See Smoking and Health and Heredity and Environm Units)

ossible causes and effects of disease.

SAMPLE LEARNING EXPERIENCES	***RESOURCES***
List on the board all of the diseases of the respiratory system which class members have heard of within the last year or two. (These could be: colds, tuberculosis, emphysema, asthma, bronchitis, hay fever, lung cancer, cystic fibrosis, influenza, pleurisy, pneumonia.) Discuss briefly those which they would like to know about or might need to know more about. Form committees to collect data and report to class about these selected respiratory diseases, covering: a. causes (theories, agents, hereditary relationships) b. source and/or mode of transmission c. incubation period; period of communicability; susceptibility and resistance (relate to body's protective mechanisms) d. preventive measures, control methods, care e. current and needed research (See Smoking and Health and Heredity and Environment Units)	1.57 1.58 1.61 1.62 1.63 1.64 2.25 2.26 4.67 6.39 9.1 9.3 9.4 11.47 11.48 11.49 11.50 11.53 11.55 11.61

COMPETENCY III: Assume responsibility for prevention and control of
others.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Possible prevention or control of respiratory disease involves individual choices.	(See d. under previous concept) In class discussion explore choices e Base them on reliable scientific evic most part could prevent certain of th eases. For example: a. Can "not smoking" cigarettes pr and other diseases for some inc b. Are there immunizations availab tuberculosis or other respirato c. Are there some practices indus "dusty" shops can and should fo respiratory complications? d. Are there some choices teen-age certain recreational activities diving, skin-diving, mountain can prevent respiratory distur e. Are there some procedures indi tory diseases should select to some complications or secondar (colds, pneumonia, asthma, emp (See Community Health, Disease, an Units)

Assume responsibility for prevention and control of disease within themselves and others.

igh)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
ion or con- ory disease ual choices.	(See d. under previous concept) In class discussion explore choices each person can make. Base them on reliable scientific evidence which for the most part could prevent certain of the respiratory diseases. For example: a. Can "not smoking" cigarettes prevent lung cancer and other diseases for some individuals? b. Are there immunizations available to prevent tuberculosis or other respiratory diseases? c. Are there some practices industrial workers in "dusty" shops can and should follow to prevent respiratory complications? d. Are there some choices teen-agers can make in certain recreational activities such as swimming, diving, skin-diving, mountain climbing, etc. which can prevent respiratory disturbances? e. Are there some procedures individuals with respiratory diseases should select to follow to prevent some complications or secondary conditions? (colds, pneumonia, asthma, emphysema) (See Community Health, Disease, and Smoking and Health Units)	1.53 1.54 1.57 1.58 1.61 6.4 9.1 9.2 9.3

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Prevention of respiratory damage in children involves parental responsibility.	Organize a field trip by selected committee pediatrician, visit pediatric clinic, visit clinic and/or visit orthopedic hospital. R class formulated questions. i.e. What are mothers should follow in caring for their c should mothers have their children learn to selves? Investigate possible effect to the respirat from: blowing the nose, use of talcum powd immunizations, colds, use of aerosal sprays cough, bronchitis, allergies, etc.

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
ory olves y.	Organize a field trip by selected committee to interview pediatrician, visit pediatric clinic, visit well-baby clinic and/or visit orthopedic hospital. Report back on class formulated questions. i.e. What are some practices mothers should follow in caring for their children? Why should mothers have their children learn to protect themselves? Investigate possible effect to the respiratory system from: blowing the nose, use of talcum powder around baby, immunizations, colds, use of aerosal sprays, whooping cough, bronchitis, allergies, etc.	1.65 3.1 3.5

COMPETENCY IV: Support programs organized to alleviate disease loca nationally.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Community action is needed to solve respiratory problems.	Organize the class into a number of gr each. Half of the group (A) are to ta city council (or county commissioner), (B) are to play the role of visiting c with a selected community situation re ratory problem, such as a form of air to automobiles, buses, industry; neede care for respiratory problems--emphyse The B groups need to know the respirat communities. To find these they may i parents, health department. They must exchange data and make requests for sp the city council. The A groups need t community agencies' procedures and fac which can be utilized to work on possi and B groups can be matched to present front of the class. Follow with class Explore the statement "Tuberculosis is in the United States." (See Community Health Unit)

port programs organized to alleviate disease locally, nationally, and inter-
ionally.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
eeded to blems.	Organize the class into a number of groups of 4-5 members each. Half of the group (A) are to take the role of the city council (or county commissioner), the other half (B) are to play the role of visiting citizens concerned with a selected community situation related to some respiratory problem, such as a form of air pollution related to automobiles, buses, industry; needed facilities to care for respiratory problems--emphysema, asthma. The B groups need to know the respiratory problems in their communities. To find these they may interview friends, parents, health department. They must be prepared to exchange data and make requests for specific solutions of the city council. The A groups need to know the existing community agencies' procedures and facilities available which can be utilized to work on possible solutions; A and B groups can be matched to present their roles in front of the class. Follow with class discussion. Explore the statement "Tuberculosis is no longer a problem in the United States." (See Community Health Unit)	1.56 11.52 1.58 11.56 6.45 6.47

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Community action is each person's responsibility.	Discuss with class the pros and cons of th "Community action to prevent respiratory d each person's responsibility" or "Each of bilities for the health of our family, nei in our community." Discuss the changes since 1900 of mortalit rates. What kinds of changes have occurre these changes taken place? Develop talks to give to other classes or respiratory diseases.

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
h .	Discuss with class the pros and cons of this statement: "Community action to prevent respiratory diseases is each person's responsibility" or "Each of us has responsibilities for the health of our family, neighbors and others in our community." Discuss the changes since 1900 of mortality and morbidity rates. What kinds of changes have occurred? Why have these changes taken place? Develop talks to give to other classes or groups on respiratory diseases.	1.56 1.58 1.59 1.60 1.66 1.67 2.26 6.38 11.54 11.64

SUPPLEMENTARY DISEASE UNIT

HEART DISEASES

COMPETENCY I: Appreciate the historical aspect of disease prevention and

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
The work of the heart was once a mystery.	Relate through panel discussion the story of t ideas of how the circulatory system worked. I things as: 1. How blood moved backward and forward lik flow of tides. 2. One kind of blood was made in the liver. 3. Veins carried blood and arteries carried all parts of the body. 4. Doctors thought tiny holes were in the s so blood could get through.
Man's endeavors have solved these "mysteries" of the circulatory system.	Give reports on: 1. William Harvey and the book he wrote 30 2. Early idea of composition of blood.

I: Appreciate the historical aspect of disease prevention and control.

High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
heart was	Relate through panel discussion the story of the early ideas of how the circulatory system worked. Include such things as: 1. How blood moved backward and forward like ebb and flow of tides. 2. One kind of blood was made in the liver. 3. Veins carried blood and arteries carried air to all parts of the body. 4. Doctors thought tiny holes were in the septal wall so blood could get through.	6.24 6.57
s have solved es" of the stem.	Give reports on: 1. William Harvey and the book he wrote 300 years ago. 2. Early idea of composition of blood.	

COMPETENCY II: Understand possible causes and effects of dis

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
The cardiovascular system's performance of important body functions appears to be less efficient under some circumstances.	Observe a beef heart or lamb's he butcher. (Ask for it a few days order it without too much close t in terms of the size of the anima What purpose does the fat on the and identify the blood vessels le heart. Compare with chart or moc pare the auricles with the ventri tion, size, and thickness of wall of the left ventricular wall with is this so? Explain why this mus arterial walls harden. Cut the chambers open. About how heart hold at any one time? Desc cuspid and mitral) that separate ventricles. Find the pulmonary a cut each lengthwise. Do you finc in each? In which direction do t Make a man size outline of human all parts of cardiovascular syste (See Anatomy and Physiology anc Units)

I: Understand possible causes and effects of disease.

High)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
ular system's important appears to nt under nces.	Observe a beef heart or lamb's heart obtained from your butcher. (Ask for it a few days ahead so that he may order it without too much close trimming.) Note its size in terms of the size of the animal from which it came. What purpose does the fat on the outside serve? Locate and identify the blood vessels leading to and from the heart. Compare with chart or model of human heart. Compare the auricles with the ventricles in terms of location, size, and thickness of walls. Compare the thickness of the left ventricular wall with that of the right. Why is this so? Explain why this muscular wall enlarges when arterial walls harden. Cut the chambers open. About how much blood would the heart hold at any one time? Describe the valves (tricuspid and mitral) that separate the auricles from the ventricles. Find the pulmonary artery and the aorta and cut each lengthwise. Do you find the semi-lunar valves in each? In which direction do they prevent back flow? Make a man size outline of human body and place and label all parts of cardiovascular system. (See Anatomy and Physiology and Smoking and Health Units)	4.46 4.47 4.50 11.14 11.15 11.17 11.23

COMPETENCY IV: Support programs organized to alleviate diseases locally,
nationally.

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
Community groups are organized to fight the leading health problem--cardiovascular diseases.	Organize visits by representatives of classes public health departments, vocational rehabil centers, cardiac work evaluation clinic in Se Association, etc. Report back on their progr (See Community Health Unit)

port programs organized to alleviate diseases locally, nationally, and inter-
ionally.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
e m-- es.	Organize visits by representatives of classes to local public health departments, vocational rehabilitation centers, cardiac work evaluation clinic in Seattle, Heart Association, etc. Report back on their programs. (See Community Health Unit)	11.27 11.35 11.36

COMPETENCY II: Understand possible causes and effects of disease.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
The cardiovascular system is important to the functioning of all systems.	Investigate and give oral reports on phys ment of circulatory tissue and possible r strains, bruises, and atherosclesrosis. List temporary and permanent effects of f efficiency of the cardiovascular system. tion, numbness, anemia, etc.) Obtain stethoscope and compare pulse rate after exercise and after rest again. Draw conclusions on this in relationship factor. (See Anatomy and Physiology, Smoking an Nutrition and Mental Health Units)
Damage to the cardiovascular system is a major health problem physically, psychologically, and economically.	Investigate cost of cardiovascular diseas vidual and to a community. Discuss changes that occur in family patt member of the family suffers from a cardi Make a graph showing: a. extent of cardiovascular diseases i other diseases b. cardiovascular diseases in various world c. increase in types of cardiovascular

stand possible causes and effects of disease.

	SAMPLE LEARNING EXPERIENCES	***RESOURCES***
em tion-	Investigate and give oral reports on physiological impairment of circulatory tissue and possible repair in sprains, strains, bruises, and atherosclesrosis. List temporary and permanent effects of failure of complete efficiency of the cardiovascular system. (mental retardation, numbness, anemia, etc.) Obtain stethoscope and compare pulse rates at rest and after exercise and after rest again. Draw conclusions on this in relationship to stress-recovery factor. (See Anatomy and Physiology, Smoking and Health, Nutrition and Mental Health Units)	2.2 2.32 11.19 11.21 11.22
ular ho- lly.	Investigate cost of cardiovascular diseases to an individual and to a community. Discuss changes that occur in family patterns when any member of the family suffers from a cardiovascular disease. Make a graph showing: a. extent of cardiovascular diseases in comparison to other diseases b. cardiovascular diseases in various countries of the world c. increase in types of cardiovascular diseases	2.22 11.42 4.50 4.51 6.49 6.53 6.56 11.18 11.20 11.24 11.25 11.26 11.28 11.29

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
	Chart types of cardiovascular diseases, pos uting causative factors, average age of ons treatment. (A large mural by total class c this.)

h)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Chart types of cardiovascular diseases, possible contributing causative factors, average age of onset, preventions, treatment. (A large mural by total class could develop this.)	

COMPETENCY III: Assume responsibility for prevention and contro
others.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
The risk factor of cardiovascular diseases and conditions can be reduced.	Develop bulletin board on risk fa W.S.H.A. to get ideas) Investigate and illustrate own or on heart disease and relationship (See Smoking and Health, Nutrit Units)
Prompt medical care and remedial procedures are essential for control of cardiovascular conditions.	Invite physician to give examples attention and routine physical ex trol cardiovascular problems. Discuss oral report on causes, pr measures of varicose veins.

onsibility for prevention and control of diseases within themselves and

SAMPLE LEARNING EXPERIENCES	*RESOURCES*	
Develop bulletin board on risk factors. (Use poster from W.S.H.A. to get ideas) Investigate and illustrate own or anonymous family history on heart disease and relationship to risk factors. (See Smoking and Health, Nutrition, and Mental Health Units)	4.48 6.46 6.51 6.54 9.1 11.17 11.30 11.32	11.33 11.34 11.37 11.39 11.43 11.44
Invite physician to give examples of how prompt medical attention and routine physical exams help prevent or control cardiovascular problems. Discuss oral report on causes, prevention, and remedial measures of varicose veins.	2.21 4.49 4.52 4.53 4.54 4.55 4.56	11.16 11.31 11.38 11.39 11.40 11.41 11.42

COMPETENCY IV: Support programs organized to alleviate disease loc
nationally.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Research is providing answers in cardiovascular problems.	Investigate and report on: cholester machine, artificial parts, pacemakers and stress.

t programs organized to alleviate disease locally, nationally, and inter-
nally.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
swers ems.	Investigate and report on: cholesterol, the heart-surgery machine, artificial parts, pacemakers, electrocardiograms, and stress.	1.35 6.50 11.41

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2.4 Cystic Fibrosis
2.5 Diabetes
2.6 Diphtheria
2.7 Hepatitis
2.8 Kidney Diseases
2.9 The Artificial Kidney
2.10 Malaria
2.11 Meningococcal Meningitis
2.12 Multiple Sclerosis
2.13 Mumps
2.14 Osteoporosis
2.15 Rabies
2.16 Shingles
2.17 Typhoid Fever
2.18 Syphillis and Gonorrhea
2.19 Strictly for Teen-Agers (VD)
2.20 Tetanus
2.21 Varicose Veins
2.22 Economic Costs of Cardiovascular Diseases and Cancer
2.23 Cancer of the Larynx
2.24 Research Profile Series (12 Booklets of Research on Parkinson of the Nervous System, Epilepsy, Neurological Diseases, Cereb Sclerosis, etc.)
2.25 Air Pollution and Respiratory Diseases
2.26 Chronic Respiratory Diseases--A Growing Menace
2.27 Science and Cancer
2.28 Cancer of the Bone
2.29 A Teaching Guide--Science and Cancer
2.30 The Cancer Story
2.31 The National Cancer Institute
2.32 A Handbook of Heart Terms

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3.1 Louis Pasteur and The Germ Theory of Disease (35 mm Slidefilm
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is--Rheumatism
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3.4 Prognosis: Hope, ACS
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5.0 AMERICAN MEDICAL ASSOCIATION, 535 NORTH DEARBORN STREET, CHICAGO, ILLINOIS 60610

5.1 Immunization
5.2 The Wonderful Human Machine
5.3 Arthritis
5.4 Medicines and How To Use Them

5.5 Life Saving Values of Immunization
5.6 Old King Cold
5.7 Venereal Disease Is Still A World Problem
5.8 Why The Rise In Teen-Age Syphillis
5.9 Why The Rise In Teen-Age Gonorrhea
5.10 Key Facts About Tetanus
5.11 Badge of Safety
5.12 Pick Your Shots

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6.40 Hendrickson, Robert M. "The Needless Agony of Smallpox". March, 1963
6.41 "What You Can Do About The Second Deadliest Poison". October, 1963
6.42 Richardson, Frank H. "Measles: Most Contagious of the Infectious Diseases of Childhood'
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6.44 Vath, W.R. "15 Years of Progress Against Leukemia". October, 1963
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6.46 Dawber, Thomas R. "Heart Attack--What's The Risk"? August, 1965
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9.1 It's Not Too Late To Stop Smoking Cigarettes
9.2 TB--The Road To Eradication
9.3 What's In The Air
9.4 Emphysema--When The Breath of Life Falters

11.0 WASHINGTON DIVISION, AMERICAN CANCER SOCIETY, 123 WEST HARR

11.1	The Hopeful Side of Cancer
11.2	Narrowing the Search
11.3	101 Questions About Cancer
11.4	Facts and Figures
11.5	Teaching About Cancer
11.6	Cancer Facts For Men and Women
11.7	Cancer Site Pamphlet Series
11.8	Cancer Challenge to Youth
11.9	Which One Is Fake
11.10	Give Your Doctor A Chance
11.11	Cancer-Screening Kit (teacher-doctor reference only)
11.12	Youth Looks At Cancer
11.13	Recent Developments in Life Sciences, Series II
11.45	Approved Schools for Medical Technology
11.71	New Careers in Health Sciences
11.72	The Human Cell and The Cytotechnologist
11.73	ACS--What It Is
11.74	From One Cell (drawings)
11.75	Personal Memo
11.76	Why Learn About Cancer?

ALLERGY FOUNDATION OF AMERICA, 801 SECOND AVENUE, NEW YORK,

11.47	Answers To Some Questions About Allergy and Allergic Diseas
11.48	Facts Not Fancy About Allergy In Childhood
11.49	Asthma, Hay Fever, and Other Allergies

WASHINGTON STATE HEART ASSOCIATION, 3121 ARCADE BUILDING, S

11.14	Heart Drawings
11.15	Your Blood Pressure
11.16	Now You Can Protect Your Child
11.17	Reduce Your Risk of Heart Attack
11.18	Questions and Answers About Heart and Blood Vessel Diseases
11.19	Innocent Heart Murmurs in Children
11.20	Heart Disease in Children
11.21	Heart Disease and Pregnancy
11.22	Aphasia and The Family

SHINGTON DIVISION, AMERICAN CANCER SOCIETY, 123 WEST HARRISON AVENUE, SEATTLE, WASHINGTON 98119

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LERGY FOUNDATION OF AMERICA, 801 SECOND AVENUE, NEW YORK, NEW YORK 10017

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art Disease and Pregnancy
hasia and The Family

11.23	Fears, Fables, and Facts
11.24	Facts About Strokes
11.25	(Pamphlets on Individual Heart Diseases, i.e. Rheumatic Fever an in Adults, Varicose Veins, Strokes, Heart Attack, High Blood Pre
11.26	The Facts About Employment and Heart Disease
11.27	Cardiovascular Diseases in The U.S.
11.28	Now You Can Protect Your Health
11.29	The Framingham Heart Study
11.30	Hearts and Hunting
11.31	How The Doctor Examines Your Heart
11.32	Cigarette Smoking and Cardiovascular Diseases
11.33	It's Up To You
11.34	Coronary Club Membership Requirements
11.35	Your Heart Association
11.36	How The WSHA Helps You
11.37	It Does Your Heart Good
11.38	The Rehabilitation Program
11.39	Butch Learns To Lift
11.40	The Cardiac Work Evaluation Clinic
11.41	Seven Hopeful Facts About Strokes
11.42	Facts About Heart and Blood Vessel Diseases
11.43	High Risk Factor Slides
11.44	Posters On Risks

WASHINGTON TUBERCULOSIS ASSOCIATION, 230 SECURITIES BUILDING, SE

11.50	(Fact Series, i.e. Bronchitis, Pleurisy, Emphysema, Chronic Cou Common Cold. Also an annually revised booklet "Facts In Brief"
11.51	TB Facts In Picture Language
11.52	Challenge: The Christmas Seal Fight For Health
11.53	Calcified Cliffs
11.54	Plain Talk About TB
11.55	TB's Other Targets
11.56	Hot Drugs, 500 Carrots and A Dishwasher
11.57	Get A TB Test
11.58	A Chest X-Ray
11.59	Do You Know For Sure?
11.60	Respiratory Charts (wall and notebook size)
11.61	Pneumonoultramicrossopicsilicouolianoconiosis
11.62	What Do You Believe About TB?
11.63	Kid Stuff

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, Varicose Veins, Strokes, Heart Attack, High Blood Pressure)
About Employment and Heart Disease
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t About TB
r Targets
, 500 Carrots and A Dishwasher
Test
-Ray
ow For Sure?
ry Charts (wall and notebook size)
tramicrossopicsilicouolianoconiosis
ou Believe About TB?

11.64 We The People Fight TB
11.65 What You Need To Know About TB

MUSCULAR DYSTROPHY ASSOCIATION OF AMERICA, 1790 BROADWAY, NEW YORK, NEW YORK 10019

11.66 (Material on Muscular Dystrophy Facts and Research)

ARTHRITIS AND RHEUMATISM FOUNDATION, 1900 5th AVENUE, SEATTLE

11.67 (Material on Arthritis)

MULTIPLE SCLEROSIS ASSOCIATION, 1010 5th AVENUE NORTH, SEATTLE

11.68 (Material on Multiple Sclerosis)

NATIONAL CYSTIC FIBROSIS RESEARCH FOUNDATION, 2618 N.E. 55th STREET, SEATTLE

11.69 (Material on Cystic Fibrosis)

AMERICAN DIABETES ASSOCIATION, 18 EAST 48th STREET, NEW YORK, NEW YORK 10017

11.70 (Material on Diabetes)

13.0 THE EQUITABLE LIFE ASSURANCE SOCIETY OF THE UNITED STATES, 1285 AVENUE OF THE AMERICAS, NEW YORK, NEW YORK 10019

13.1 Protection Against Communicable Diseases

HEALTH AND WELFARE DIVISION, METROPOLITAN LIFE INSURANCE COMPANY, 600 STOCKTON STREET, SAN FRANCISCO, CALIFORNIA 94120

13.2 Marie Curie and the Story of Radium (pamphlet and filmstrip)
13.3 Walter Reed and the Conquest of Yellow Fever (pamphlet and filmstrip)
13.4 Infectious Hepatitis
13.5 Your Personal Health Record

DRUG EDUCATION

Overview

At one time, drug education was concerned only with the nar
addiction. Today drug education encompasses an appreciation of the m
well as the problems of drug abuse and misuse. For example, this uni
common aspirin to L.S.D., the contribution of drugs to man's well-bei
of some valuable drugs, and the danger inherent in all drugs.

Drug education should be presented objectively with emphasi
the physiological effects; care should be taken not to sensationalize
read relating to drugs should be a part of each student's education s
articles within the classroom and outside of it. The teacher should
it is an opportunity to teach students to analyze what they are readi

Drug education is a preventive measure; it will compete wit
problems with drugs-- the increase in new drugs, in stress, and in de

This unit can be taught separately or as a part of the Alco
Physiology, Consumer Health, Disease, or Safety Education Units.

DRUG EDUCATION

Overview

ug education was concerned only with the narcotic problem and resulting
ucation encompasses an appreciation of the medical properties of drugs as
rug abuse and misuse. For example, this unit considers all drugs from the
the contribution of drugs to man's well being, the undesirable side effects
nd the danger inherent in all drugs.

should be presented objectively with emphasis on the psychological as well as
; care should be taken not to sensationalize. Critical evaluation of what is
ould be a part of each student's education since students will read sensational
room and outside of it. The teacher should not shy away from this fact; rather,
each students to analyze what they are reading.

is a preventive measure; it will compete with the factors which give rise to
increase in new drugs, in stress, and in depersonalization.

e taught separately or as a part of the Alcohol, Mental Health, Anatomy and
th, Disease, or Safety Education Units.

COMPETENCIES

Competency I: Students appreciate the value of drugs and unders the body.

Competency II: Students use drugs in a sensible manner which wil for themselves and for those in their community.

COMPETENCIES

eciate the value of drugs and understand the interaction of drugs within

drugs in a sensible manner which will contribute to long-range good health

es and for those in their community.

COMPETENCY I: Appreciate the value of drugs and understand th

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
Drugs are valuable in the relief of pain and suffering.	Discuss the role of the witch docto problems. (Stimulate discussion wit opaque projector.) Investigate old time remedies and su and evaluate. Send representatives to interview ph tions prepared by the class. Report views. Select for oral reports current uses various types of drugs: narcotics, p anaesthetics, antibiotics, hormones, antihistamines, energizers, barbitur and hallucinogens. (See Consumer Health and Disease U
Drugs have increased the life expectancy of man.	Prepare graphs showing increase in l United States and in other countries

ciate the value of drugs and understand the interactions of drugs within the body.

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*	
e r-	Discuss the role of the witch doctor in treating health problems. (Stimulate discussion with pictures and an opaque projector.) Investigate old time remedies and superstitions. Discuss and evaluate. Send representatives to interview pharmacists with questions prepared by the class. Report and discuss interviews. Select for oral reports current uses and dangers of the various types of drugs: narcotics, patent medicines, anaesthetics, antibiotics, hormones, tranquilizers, antihistamines, energizers, barbiturates, antiseptics, and hallucinogens. (See Consumer Health and Disease Units.)	1.1 1.3 1.4 1.6 1.7 1.10 1.19 1.20 1.24 1.28 1.29 2.6 2.8 2.9 2.11 3.1 6.1 6.2	6.4 6.6 6.7 6.10 6.14 6.15 6.18 6.19 6.21 6.22 6.23 6.24 6.35 6.37 6.39 10.1 12.1
	Prepare graphs showing increase in life expectancy in United States and in other countries.	1.1 1.2	

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
	Trace drug research and its influence on the ancy of individuals with diabetes, epilepsy, tuberculosis, etc. (See Disease Unit)
Drugs affect different individuals in different ways.	Discuss what to do when unexpected reactions occur. (possible effects of aspirin or tran infants) Discuss special hazards and precautions nece taking drugs. (overdose, combining drugs, s Discuss drugs that may be beneficial to one yet harmful to others (i.e., penicillin rea (See Safety Education Unit and Consumer He

SAMPLE LEARNING EXPERIENCES	RESOURCES
Trace drug research and its influence on the life expectancy of individuals with diabetes, epilepsy, heart disease, tuberculosis, etc. (See Disease Unit)	1.3 1.5 1.6 1.7 1.19 1.20 1.21 1.22 1.23 1.24 1.25 1.26 1.27 4.7 4.10 4.11 4.12 4.14 6.11 6.13 6.25 6.26 6.27 6.28 6.29 6.30 13.1
Discuss what to do when unexpected reactions to drugs occur. (possible effects of aspirin or tranquilizers on infants)	1.6 1.7 1.24 1.25 2.9 2.13 5.1 6.6 6.35 11.1
Discuss special hazards and precautions necessary when taking drugs. (overdose, combining drugs, sharing drugs)	
Discuss drugs that may be beneficial to one person and yet harmful to others (i.e., penicillin reactions). (See Safety Education Unit and Consumer Health Unit)	

COMPETENCY II: Use drugs in ways which contribute to the future well-b

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
Individuals experiment with drugs for a variety of reasons.	List and discuss why students may true glue marijuana. Develop a mural on the history of drug use. historical events-- wars, etc. Develop "minute-dramas" of unfinished stori with questions. Have students write or dis endings.
Dangers exist in taking any drug.	Read about and discuss the psychological ar effects of glue, marijuana, pep pills, tran anti-acids, laxatives, aspirin, etc. List drugs in your medicine cabinet. Dete common to the home. Copy directions from t labels and discuss. Discuss how drugs in c may become a problem. Make posters to educate other students abou drugs. (i. e., how long to keep drugs, ho them, following directions, etc.) (See Mental Health and Safety Education

s in ways which contribute to the future well-being of self and others.

SAMPLE LEARNING EXPERIENCES	**RESOURCES**
List and discuss why students may true glue sniffing and marijuana. Develop a mural on the history of drug use. Relate to historical events-- wars, etc. Develop "minute-dramas" of unfinished stories or stories with questions. Have students write or discuss possible endings.	1.1 2.9 2.15 4.8 10.1 12.1 (Readers' Guide)
Read about and discuss the psychological and physiological effects of glue, marijuana, pep pills, tranquilizers, anti-acids, laxatives, aspirin, etc. List drugs in your medicine cabinet. Determine which are common to the home. Copy directions from two of the labels and discuss. Discuss how drugs in common usage may become a problem. Make posters to educate other students about dangers of drugs. (i. e., how long to keep drugs, how to keep them, following directions, etc.) (See Mental Health and Safety Education Units)	1.1 6.31 1.7 6.32 1.15 7.2 2.6 7.3 2.9 7.5 2.11 7.6 2.13 7.7 4.8 12.1 5.1 6.7 6.15 6.17 6.18 6.20

COMPETENCY I: Appreciate the value of drugs and understand the interac
the body.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Years of research and testing by trained specialists are needed before some drugs can be used by the general public.	Gather information and report on developme (See material on thalidomide, Krebizon, Sa vaccines, L.S.D., etc.) Make a bulletin board on F.D.A. regulation of new drugs. (See Consumer Health and Community Healt
There are many values of drugs.	Give individual reports on current research effects of anaesthetics, antibiotics, tranc gizers, barbiturates, antiseptics, narcotic antihistamines, and hallucinogens.

reciate the value of drugs and understand the interactions of drugs within body.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
testing are gs can	Gather information and report on development of new drugs. (See material on thalidomide, Krebizon, Salk, and Sabin vaccines, L.S.D., etc.) Make a bulletin board on F.D.A. regulations for acceptance of new drugs. (See Consumer Health and Community Health Units.)	1.6 4.7 1.7 4.8 1.12 6.2 1.24 6.9 1.27 6.12 1.32 6.13 2.5 6.29 2.10 6.30 2.14 7.1 4.1 7.2 4.2 13.1 (See Readers' Guide)
of drugs.	Give individual reports on current research of beneficial effects of anaesthetics, antibiotics, tranquilizers, energizers, barbiturates, antiseptics, narcotics, hormones, antihistamines, and hallucinogens.	1.3 6.5 1.6 6.8 1.7 6.10 1.12 6.11 1.19 6.13 1.24 6.14 4.12 6.15 4.13 6.16 6.2 7.4 6.4 (see junior high resources)

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Various factors enter into the pharmacological action of drugs.	Investigate how drugs affect the body physio Interview pharmacists and doctors to determi logical factors alter effects of drugs. Report on various studies of placebos. Interview doctors, police departments, etc. that may arise from the use of new drugs. (effects when drugs are combined, side effect alcohol and drugs, variety of drugs.)

	SAMPLE LEARNING EXPERIENCES	RESOURCES
into tion	Investigate how drugs affect the body physiologically. Interview pharmacists and doctors to determine how psychological factors alter effects of drugs. Report on various studies of placebos. Interview doctors, police departments, etc. as to problems that may arise from the use of new drugs. (Accelerated effects when drugs are combined, side effects, allergies, alcohol and drugs, variety of drugs.)	1.12 2.7 2.13 6.1 6.2 6.4 6.34 6.35 12.1

COMPETENCY II: Use drugs in ways which contribute to the future well-bein

CONCEPTS (Senior High)	**SAMPLE LEARNING EXPERIENCES**
Drugs need to be used as medically directed.	Through reading and interviewing discover th of either overdosage or improper use of drugs tivity reactions, addictions, ineffectiveness tissues, hallucinations, etc.) Analyze the variations of experts' opinions habit-forming and addicting. Discuss adequa alternate term "drug dependency." Chart drugs that are considered habit-formin or unclassified. Read on each so-called "addicting" drug. Ha discuss source and effect of each. (Morphin amphetamine, etc.)
The path leading to the misuse of drugs varies.	Discuss personality and emotional problems w to drug abuse, alcoholism, or other asocial Discuss the pros and cons of handling those an illness or as a crime. (See Mental Health Unit)

ays which contribute to the future well-being of self and others.

SAMPLE LEARNING EXPERIENCES	*RESOURCES*
Through reading and interviewing discover the consequences of either overdosage or improper use of drugs. (sensitivity reactions, addictions, ineffectiveness, harm to tissues, hallucinations, etc.) Analyze the variations of experts' opinions of the terms: habit-forming and addicting. Discuss adequacy of alternate term "drug dependency." Chart drugs that are considered habit-forming, addicting, or unclassified. Read on each so-called "addicting" drug. Have class discuss source and effect of each. (Morphine, heroin, amphetamine, etc.)	1.1 4.3 1.9 4.11 1.10 4.15 1.12 5.1 1.14 5.2 1.15 6.1 2.1 6.2 2.4 6.3 2.6 6.4 2.8 6.11 2.9 6.36 2.11 10.1 2.12 12.1 2.15 (See Readers' Guide)
Discuss personality and emotional problems which may lead to drug abuse, alcoholism, or other asocial adaptations. Discuss the pros and cons of handling those disorders as an illness or as a crime. (See Mental Health Unit)	1.10 6.3 1.15 6.33 1.31 12.1 2.4 2.5 2.12

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Addicting and hallucinogenic drugs cause problems for the individual and society.	Chart possible relationship of dru delinquency. Discuss effect of the misuse of th unit and the community. (See Family Health Unit.)
Treating drug addiction has been ineffective.	Discuss medical treatment in the Discuss how the community might he rehabilitation of addicts. (Synar mous) (See Community Health Unit)
Control of drug abuse is difficult.	Invite guest speakers to discuss and international controls of drug customs, border patrol, F.B.I., p Debate United States versus Engla ling the use of narcotics. Discuss drug industry's security Relate narcotic traffic to the ec Southeast Asia countries.

SAMPLE LEARNING EXPERIENCES	**RESOURCES**	
Chart possible relationship of drug usage, crime, and delinquency. Discuss effect of the misuse of these drugs on a family unit and the community. (See Family Health Unit.)	1.1 1.8 1.9 1.10 1.11 1.12 1.15 2.1 2.4	2.6 2.8 4.3 4.4 4.5 4.9 4.10 6.3 6.36
Discuss medical treatment in the Federal Narcotic Hospital Discuss how the community might help in the treatment and rehabilitation of addicts. (Synanon or Narcotics Anonymous) (See Community Health Unit)	1.1 1.8 1.9 1.11 1.12 1.13 1.17	1.30 2.2 2.3 2.4 4.9 9.1 12.1
Invite guest speakers to discuss current state, national, and international controls of drug abuse. (nalline, customs, border patrol, F.B.I., police, Coast Guard, laws) Debate United States versus England's method for controlling the use of narcotics. Discuss drug industry's security measures. Relate narcotic traffic to the economic stability of the Southeast Asia countries.	1.1 1.8 1.11 1.16 1.18 2.16 2.17 2.18 4.6 6.3 6.38	7.4 9.1 12.1

DRUG EDUCATION RESOURCES

(Preview all films; review all materials. See Readers' Guide for latest a
physiological effects, drug laws and legislation; Antibiotics; Aspirin; Ha
patent; etc.)

1.0 BOOKS

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1.2 Dietz, David. ALL ABOUT GREAT MEDICAL DISCOVERIES. Random House,
1.3 Williams, Beryl and Epstein, Samuel. MEDICINE FROM MICROBES: THE S
1.4 Jennings, Gary. BLACK MAGIC; WHITE MAGIC. Dial Press, 1964
1.5 Duncan, Tommie L. UNDERSTANDING AND HELPING THE NARCOTIC ADDICT.
1.6 Burn, Harold. DRUGS, MEDICINE & MAN. Scribner, 1962
1.7 Cooley, Donald. SCIENCE BOOK OF MODERN MEDICINE. Watts, 1963
1.8 Burroughs, William. JUNKIE. Ace Books (paperback)
1.9 Krom, Yves and Brown, E. M. MAINLINE TO NOWHERE. Pantheon, 1966
1.10 Schmidt, Jacob E. NARCOTICS, LINGO & LORE. Thomas, 1959
1.11 American Bar Association and the American Medical Association, Joi
DRUG ADDICTION: CRIME OR DISEASE? Indiana University Press, 1961
1.12 Ausubel, David P. DRUG ADDICTION: PHYSIOLOGICAL, PSYCHOLOGICAL & S
1.13 Casriel, Daniel. SO FAIR A HOUSE: THE STORY OF SYNANON. Prentice-
1.14 DeRopp, Robert S. DRUGS & THE MIND. Grove Press, 1960
1.15 Maurer, David W. and Vogel, Victor H. NARCOTICS & NARCOTIC ADDICTI
1.16 Schur, Edwin M. NARCOTIC ADDICTION IN BRITAIN & AMERICA. Indiana
1.17 Yablonsky, Lewis. TUNNEL BACK: SYNANON. Macmillan, 1965
1.18 Eldridge, William B. NARCOTICS AND THE LAW. New York University P
1.19 Silverman, Milton. MAGIC IN A BOTTLE. Macmillan, 1948
1.20 Eberle, Irmengarde. MODERN MEDICAL DISCOVERIES. Crowell, 1963
1.21 Hume, Fox Ruth. MILESTONES OF MEDICINE. Random House, 1950
1.22 Montgomery, Elizabeth. STORY BEHIND GREAT MEDICINE DISCOVERY. Doc
1.23 Shippen, Katherine. MEN OF MEDICINE. Viking Press. New York, 195
1.24 Reinfeld, Fred. MIRACLE DRUGS AND THE NEW AGE OF MEDICINE. Sterli
1.25 Martin, Lealon. CONQUEST OF DISEASE. Coward-McMann, 1961
1.26 Banting, Fred. DISCOVERER OF INSULIN. Messner, 1959
1.27 Baker, Rachel. DR. MORTON: PIONEER IN USE OF ETHER. Messner, 1946

DRUG EDUCATION RESOURCES

aterials. See Readers' Guide for latest articles. Locate under Drugs:
s and legislation; Antibiotics; Aspirin; Hallucinogenic Drugs; Medicines,

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2.2 Facts Concerning U. S. Public Hospitals
2.3 Information for Prospective
2.4 Narcotic Drug Addiction (Mental Health Monograph #2)
2.6 Barbiturates as Addicting Drugs

FOOD AND DRUG ADMINISTRATION, SEATTLE DISTRICT, FEDERAL OFFICE B WASHINGTON 98104

2.5 F.D.A. Approval of New Drugs (Facts for Consumers)
2.7 Drugs and Driving
2.8 Hallucinogenic Drugs
2.9 First Facts About Drugs
2.10 Drug Amendments of 1962
2.11 Habit Forming Drugs
2.13 Drug Side Effects
2.14 The Thalidomide Story
2.15 The Drug Habit--Big Problem!
2.16 Fact Sheet--Drug Abuse Control Amendments of 1965
2.17 Fact Sheets 2, 3, 4, 5, 6

BUREAU OF NARCOTICS, UNITED STATES TREASURY DEPARTMENT, WASHINGTO

2.12 Living Death-- The Truth About Drug Addiction
2.18 Prevention and Control of Narcotic Addiction

3.0 FILMSTRIPS

3.1 Drug Misuse and Your Health, SVE

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RANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPARTMENT OF HEALTH, EDUCATION,
NGTON, D. C. 20201

Community
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NISTRATION, SEATTLE DISTRICT, FEDERAL OFFICE BUILDING, 909 FIRST AVENUE, SEATTLE,

New Drugs (Facts for Consumers)

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buse Control Amendments of 1965
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S, UNITED STATES TREASURY DEPARTMENT, WASHINGTON, D. C. 20226

Truth About Drug Addiction
trol of Narcotic Addiction

ur Health, SVE

4.0 FILMS

4.1 Drug Addiction, WSH
4.2 Monkey on the Back, WSH
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4.8 Seduction of the Innocent, Davis
4.9 Narcotics: The Decision, WTA
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4.12 On Prescription Only, NFBC
4.13 Antibiotics, EBF
4.14 69.3, Assoc
4.15 F.D.A. Special Report: Drug Abuse-- Bennies and Goofballs, PH

5.0 AMERICAN MEDICAL ASSOCIATION, 535 NORTH DEARBORN STREET, CHICAGO, ILLINOIS 60610

5.1 Medicines and How to Use Them
5.2 Narcotics

6.0 LIFE

6.2 LSD-- The Vital Facts About the Drug and its Effects. March, 1966
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7.0 NARCOTICS EDUCATION, INC., P. O. BOX 4390, WASHINGTON, D. C. 20012

7.1 Merchants of Misery
7.2 Now You're Living
7.3 Really Living

OAKLAND CALIFORNIA POLICE DEPARTMENT, OAKLAND, CALIFORNIA

7.4 Narcotic Addiction and Nalline

THE PROPRIETARY ASSOCIATION, 1717 PENNSYLVANIA AVENUE, N. W., WASHINGTON

7.5 Your Home Guide to Buying, Storing, and Using Drugs
7.6 How Does the Label on Packaged Foods and Medicines Help You?
7.7 Monograph on the Conference on Home Medication and the Public Welfare

9.0 PUBLIC AFFAIRS PAMPHLET, 301 PARK AVENUE SOUTH, NEW YORK, NEW YORK 1001

9.1 What We Can Do About Drug Abuse

10.0 SCIENCE RESEARCH ASSOCIATES, INC., 259 EAST ERIE STREET, CHICAGO, ILLINO

10.1 Facts About Narcotics

11.0 AMERICAN RED CROSS (See telephone directory for local chapter)

11.1 First Aid Manual

12.0 SMITH, KLINE, AND FRENCH LABORATORIES, PHILADELPHIA, PENNSYLVANIA

12.1 Drug Abuse (Teacher Reference)

13.0 METROPOLITAN LIFE INSURANCE COMPANY, HEALTH AND WELFARE DIVISION, 600 S
CALIFORNIA 94120

13.1 The Challenge of Health Research

RY ASSOCIATION, 1717 PENNSYLVANIA AVENUE, N. W., WASHINGTON, D. C. 20006

de to Buying, Storing, and Using Drugs
Label on Packaged Foods and Medicines Help You?
the Conference on Home Medication and the Public Welfare

S PAMPHLET, 301 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016

o About Drug Abuse

RCH ASSOCIATES, INC., 259 EAST ERIE STREET, CHICAGO, ILLINOIS 60611

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CROSS (See telephone directory for local chapter)

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AND FRENCH LABORATORIES, PHILADELPHIA, PENNSYLVANIA

eacher Reference)

LIFE INSURANCE COMPANY, HEALTH AND WELFARE DIVISION, 600 STOCKTON STREET, SAN FRANCISCO,
4120

of Health Research

FAMILY HEALTH

Overview

The importance of the family— the basic unit of our socie
and ... Yet very little is done in our soc
... the individual with whom they w
... sooner than that problems

... for students to explore
... emphasis is placed on the fa
... physical and social health
... to the importance of
... reciprocal importa
... knowledge about
... in their places i
... develop attitudes
... and future family l
... unit with the forma
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... family problems, growth and development a
wise to use natural, honest, simple answers and competent resource
avoid the perpetuation of the myths which abound in this area of st

FAMILY HEALTH

Overview

uence of the family — the basic unit in our society — on the parents, the children is important. [illegible] is done in our society to help individuals know them[illegible] to select [illegible] with whom they will build a home and with whom they h[illegible] that produce [illegible] and are increasing when there ar[illegible]

[illegible] the changing role of the family in d[illegible] the basic unit of our society an[illegible] been made to wi[illegible] y [illegible] u[illegible] d [illegible] r[illegible] e [illegible] r[illegible] il[illegible] Careful ec[illegible] sc[illegible] family [illegible] will be [illegible] honest, simple answers [illegible] Great care should be taken to [illegible]ation of the myths which abound in this area of study.

COMPETENCIES

Competency I: Students understand and appreciate the significance of the family in western society.

Competency II: Students have knowledge for understanding and attitudes for accepting roles and responsibilities as family members.

Competency III: Students understand the interrelationships of family, cultural influences and personal development.

Competency IV: Students continuously contribute to a happy and effective family life.

COMPETENCY I: Understand and appreciate the significance of the family in wes

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
The patterns of family life activities have changed through the years.	Analyze factors which have brought about changing patterns. (Pioneering era, agricultural era, indus era, urban development)
The changing role of the family affects society.	Analyze the movement of traditional functions of t family from the family to other social institution
The family is responsible for the health of its members.	Develop own personal health history record. (See Disease Unit)

derstand and appreciate the significance of the family in western society.

)	SAMPLE LEARNING EXPERIENCES	RESOURCES
ily life nged	Analyze factors which have brought about changing family patterns. (Pioneering era, agricultural era, industrial era, urban development)	1.1 10.1 1.2 1.3 1.15 1.16 1.20 3.1 3.4 4.48 5.6 9.6 9.46
f the ety.	Analyze the movement of traditional functions of the family from the family to other social institutions.	
nsible ts mem-	Develop own personal health history record. (See Disease Unit)	

COMPETENCY II: Accept roles and responsibilities as family members.

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
The responsibilities of family members change.	Prepare reports on the "before 1900 and after" bilities of different members of the family. discipline, chores) Develop a mural showing work responsibilities of the teenager from 1900 to the present.
Changing patterns of male - female roles have affected the family.	Analyze present concepts of "maleness and fema variations which exist in this concept. Investigate other cultures' concept of malenes ness.
The transition from adolescent to adult responsibilities and privileges is gradual.	Role play situations of how adolescent can ear respect and independence through the demonstra self-control and responsibility. (pride, resp fulness, dependability) Committees interview parents and adults and pr reports on how to raise an adolescent. Give r underlying ideas reported. Discuss how one achieves a position of authori ever reach a position where he doesn't have to anyone for his actions?

ept roles and responsibilities as family members.

	SAMPLE LEARNING EXPERIENCES	RESOURCES	
of	Prepare reports on the "before 1900 and after" responsibilities of different members of the family. (economic, discipline, chores)	1.1 1.2 1.3 1.4 1.17 1.18 1.19 1.22 1.23 1.35 1.37 3.1 4.34	9.6 9.11 9.16 9.26 9.33 10.1 10.6 10.10 10.16
	Develop a mural showing work responsibilities in the home of the teenager from 1900 to the present.		
nale - ected	Analyze present concepts of "maleness and femaleness" and variations which exist in this concept.		
	Investigate other cultures' concept of maleness and femaleness.		
doles- ibili- s	Role play situations of how adolescent can earn privileges, respect and independence through the demonstration of self-control and responsibility. (pride, respect, thoughtfulness, dependability)	1.3 1.8 1.9 1.14 1.16 1.19 1.22 1.23 1.24 1.26 1.27 1.34 1.38 1.40	3.5 4.9 4.10 4.31 5.3 5.4 5.5 9.30 9.32 9.38 9.39 9.40 10.6 10.11 10.13 10.14
	Committees interview parents and adults and prepare reports on how to raise an adolescent. Give reasons underlying ideas reported.		
	Discuss how one achieves a position of authority; does one ever reach a position where he doesn't have to answer to anyone for his actions?		

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
The role of the individual changes with his position on the life cycle.	Five committees study roles of individuals a steps of the life cycle. (See Mental Health Unit)

	SAMPLE LEARNING EXPERIENCES	***RESOURCES***
idual ion	Five committees study roles of individuals at the various steps of the life cycle. (See Mental Health Unit)	10.15 10.18 10.21

COMPETENCY III: Understand interrelationships of family, cultural infl

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Family members influence individual personality and social development.	Trace possible acquisition of a dislike o (or acquisition of a hobby, or acquisitio or value, or attitude) (See Mental Health Unit)
All aspects of environment influence individual development. (family, school, community, world)	Discuss the effect of world tension on go people.
Family and social problems are interrelated.	Structure panel discussion to show how se are related to the family and the family tions. (delinquency, misuse of alcohol o emotional maladjustment, sexual experiment of marriage) Develop a mural of how a family provides needs, teaches the suppression and expres develops personality traits, develops valu etc. Then discuss why individuals may hav illegitimate child not receiving full bene influence. (See Mental Health, Alcohol Education, Health, and Drug Education Units)

nd interrelationships of family, cultural influence and personal development.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Trace possible acquisition of a dislike or like of food. (or acquisition of a hobby, or acquisition of a prejudice, or value, or attitude) (See Mental Health Unit)	1.2 1.20 1.3 1.27 1.15 4.12 1.16 4.22 1.17 4.23 1.19 4.35
Discuss the effect of world tension on goals of young people.	
Structure panel discussion to show how selected conditions are related to the family and the family to these conditions. (delinquency, misuse of alcohol or drugs, smoking, emotional maladjustment, sexual experimentation outside of marriage) Develop a mural of how a family provides for physical needs, teaches the suppression and expression of emotions, develops personality traits, develops values and goals, etc. Then discuss why individuals may have problems; i.e., illegitimate child not receiving full benefit of family influence. (See Mental Health, Alcohol Education, Smoking and Health, and Drug Education Units)	1.10 1.19 3.5 9.15 9.23 9.28 9.32 9.34 9.42 9.43 10.15 10.19 10.20 10.21 11.9

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Dating is a social custom which allows boys and girls to begin to understand each other.	In co-ed buzz groups formulate lists likes in the opposite sex. Compile li boys and one for girls. Discuss the Discuss how social pressure tends to patterns; discuss the part parents ne mining when to start dating, time to goes, etc. Committees plan dating activities wit within a certain time limit.
The sex drive is a natural aspect of life.	Student committees present evidence a various factors which enhance one's a girl attraction. (movies, television, etc.) Include a discussion of commerc and how it may lead to irresponsible what factors in dating tend to help an sex drive. Discuss with resource people the probl and fathers. Share findings through

)	SAMPLE LEARNING EXPERIENCES	RESOURCES
ustom nd girls nd each	In co-ed buzz groups formulate lists of likes and dislikes in the opposite sex. Compile lists into one for boys and one for girls. Discuss the final list. Discuss how social pressure tends to determine dating patterns; discuss the part parents need to play in determining when to start dating, time to get home, where one goes, etc. Committees plan dating activities within a set budget and within a certain time limit.	1.22 1.25 1.28 1.29 3.3 3.7 3.8 3.9 4.13 4.18 4.24 4.28 4.29 4.30 5.4 9.18 10.5 10.7
atural	Student committees present evidence and analysis of the various factors which enhance one's awareness of the boy-girl attraction. (movies, television, advertising, books, etc.) Include a discussion of commercialization of sex and how it may lead to irresponsible behavior. Discuss what factors in dating tend to help and hinder control of sex drive. Discuss with resource people the problems of unwed mothers and fathers. Share findings through class discussions.	1.23 1.24 4.56 9.17 9.18 9.19 9.34 10.7 10.9 10.16 10.17 11.13 11.16

COMPETENCY IV: Continuously contribute to the development of happy and

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
There are various types and stages of love.	Invite a speaker (minister, or psychologis discuss "What Is Love" and love's relations Discuss manifestations of different types family, country, platonic, romantic).
Individuals differ in the rate of maturity.	Develop a poster showing the factors which range of normal differentiation at this le ment (cultural expectations, hormones, here (See Anatomy and Physiology and Heredity ment Units)
The male and female reproductive systems have comparable and contrasting structure and functions.	Teacher lecture on the reproductive system. students can fill in as teacher discusses the system. (Explain significance of mastu nocturnal emissions and review menstruatio
The menstrual cycle is an integral part of human reproduction.	Make charts showing influences on the menst Report on myths concerning menstruation. Teacher lead discussion on relation of the to conception. (Be sure concept of "averag discussing ovulation at day 14, is explaine

inuously contribute to the development of happy and effective family life.

	SAMPLE LEARNING EXPERIENCES	RESOURCES	
s	Invite a speaker (minister, or psychologist, etc.) to discuss "What Is Love" and love's relationship to sex.	1.6 1.21 1.25	
	Discuss manifestations of different types of love (self, family, country, platonic, romantic).	4.16 9.36	
the	Develop a poster showing the factors which cause a wide range of normal differentiation at this level of development (cultural expectations, hormones, heredity).	1.23 1.24 1.27	1.34 4.43
	(See Anatomy and Physiology and Heredity and Environment Units)		
pro- ting s.	Teacher lecture on the reproductive system. Have charts students can fill in as teacher discusses each part of the system. (Explain significance of masturbation, nocturnal emissions and review menstruation.)	1.5 1.7 1.8 1.9 1.14 1.23 1.24 1.26 1.28 1.29 1.31 1.32 4.1 4.2 4.3 4.4	4.6 4.7 4.8 4.9 4.19 4.26 4.27 5.4 7.2 9.14 10.4 10.5 11.14 11.15 12.3 to 12.7
an	Make charts showing influences on the menstrual cycle.		
	Report on myths concerning menstruation.		
	Teacher lead discussion on relation of the menstrual cycle to conception. (Be sure concept of "average", used in discussing ovulation at day 14, is explained.)		

COMPETENCY I: Understand and appreciate the significance of the family in

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
The family has certain functions and purposes as a social institution in our present day society (procreation, economic, education, transmission of culture, protection of young, etc.)	Discuss the role the family plays in the trans cultural heritage (custom, language, values, b Follow this with a panel of foreign exchange s discussing the above in terms of their own cu (See Mental Health Unit)
In our society the status of the family is changing.	Analyze the effects of urbanization, technolog mobility on family functions. Give reports on the changing attitudes of fami toward the elderly, material things, education size, recreation, etc. Discuss impact of: a. Lack of continuity between generations c family members living apart. b. Babysitters in the home. c. Nursemaids or grandparents in the home. d. Fathers working away from home. e. Families which move frequently. (See Mental Health Unit)

***Y I*:** Understand and appreciate the significance of the family in western society.

ior High)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
as certain d purposes as a tution in our society (pro- onomic, educa- ission of tection of young,	Discuss the role the family plays in the transmission of cultural heritage (custom, language, values, beliefs). Follow this with a panel of foreign exchange students discussing the above in terms of their own culture. (See Mental Health Unit)	1.1 1.2 1.3 1.15 1.17 1.20 1.22 1.35 1.37 1.39 3.1 4.12 4.34 9.6 11.9 11.10 11.11
ty the status y is changing.	Analyze the effects of urbanization, technology and mobility on family functions. Give reports on the changing attitudes of family members toward the elderly, material things, education, family size, recreation, etc. Discuss impact of: a. Lack of continuity between generations caused by family members living apart. b. Babysitters in the home. c. Nursemaids or grandparents in the home. d. Fathers working away from home. e. Families which move frequently. (See Mental Health Unit)	

COMPETENCY II: Accept roles and responsibilities as family members

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Individuals are responsible for maintaining the family as a social institution.	Class discuss the function of the fami and in a communistic state. Relate situations in which one might i family in terms of pride, loyalty, etc reputation of father's business)
Individual actions and well-being can contribute or detract from the well-being of the family.	Role play, write essays or discuss how affect family structure: a. Illness or disability of a famil b. Over-involvement in business. c. Over-involvement in social life. d. A delinquent act. Develop a mural to show environmental influence our attitude toward sex (fam church, advertisements, T.V.) Discuss how controlling or not control relates to: a. One's ability to meet basic emot needs of children. b. Family unit as a foundation of a c. Attitude formation and successfu (See Mental Health Unit)

t roles and responsibilities as family members.

	SAMPLE LEARNING EXPERIENCES	**RESOURCES**	
ible ily as	Class discuss the function of the family in a democracy and in a communistic state. Relate situations in which one might identify with one's family in terms of pride, loyalty, etc. (e.g. boy defends reputation of father's business)	1.15 1.17 1.22 1.23 1.26 1.27 1.28 1.29 1.30 3.2 3.4 4.47 4.59 9.2 9.8 9.9 9.18 9.20 9.22 9.23 9.26 9.33 9.41 9.45 9.47 10.1 10.2	10.3 10.9 10.19 10.20 10.21 11.9 11.10 11.11 11.16 12.8
well- eing	Role play, write essays or discuss how the following can affect family structure: a. Illness or disability of a family member. b. Over-involvement in business. c. Over-involvement in social life. d. A delinquent act. Develop a mural to show environmental factors which influence our attitude toward sex (family, peer groups, church, advertisements, T.V.) Discuss how controlling or not controlling the sex drive relates to: a. One's ability to meet basic emotional and physical needs of children. b. Family unit as a foundation of a democracy. c. Attitude formation and successful marriage. (See Mental Health Unit)		

COMPETENCY III: Understand the interrelationships of family, cultural influ
development.

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Families influence behavior, attitudes and personality of individuals.	Investigate influences, other than family, on Discuss principles of discipline as it relate individual's lack of self-restraint or to an control of his behavior. (See Mental Health Unit)
There is a relationship of family patterns to current social problems.	Through small group field trips, interviews, then discuss, how families can help prevent p as illegitimacy, venereal disease, alcoholism crime, emotional illness. (See Junior High Material)
Parents and the family play a vital role in the development and welfare of children.	Develop a scrapbook "sculpturing a human" wit ing sections in it: a. Meeting needs of children (emotional an b. Developing loyalty to the United States, good manners and thoughtfulness, develop for others and for authority, developin c. Principles of disciplining. d. Sharing activities for families. e. Safety--training yourself and your chil f. Mouth to mouth resuscitation. g. Prenatal and postnatal care and feeding.

rstand the interrelationships of family, cultural influence and personal
lopment.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
avior, ity	Investigate influences, other than family, on personality. Discuss principles of discipline as it relates to an individual's lack of self-restraint or to an individual's control of his behavior. (See Mental Health Unit)	1.10 4.18 1.3 4.36 1.15 4.37 1.16 4.60 1.18 4.61 1.19 9.15 1.20 9.32 1.39 10.15 4.13
p of rent	Through small group field trips, interviews, etc. explore, then discuss, how families can help prevent problems such as illegitimacy, venereal disease, alcoholism, divorce, crime, emotional illness. (See Junior High Material)	1.27 1.39 4.12 4.56 9.26 9.28
play a lopment n.	Develop a scrapbook "sculpturing a human" with the following sections in it: a. Meeting needs of children (emotional and physical). b. Developing loyalty to the United States, developing good manners and thoughtfulness, developing respect for others and for authority, developing pride. c. Principles of disciplining. d. Sharing activities for families. e. Safety--training yourself and your child. f. Mouth to mouth resuscitation. g. Prenatal and postnatal care and feeding.	9.12 9.13 9.15 9.16 9.17 9.18 9.20 9.23 9.24 9.25 9.26

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
	Take field trips and report or discuss th rewards of raising the handicapped child (or emotional handicap). Interview families and tabulate results to 1. Why do you think children tend to fe if they are disciplined? 2. Which ways of disciplining do you fe 3. Do you think parents need to "practi preach?" (See Mental Health, Safety Education, an Units)

SAMPLE LEARNING EXPERIENCES	RESOURCES
Take field trips and report or discuss the problems and rewards of raising the handicapped child (physical, mental or emotional handicap). Interview families and tabulate results to these questions: 1. Why do you think children tend to feel more secure if they are disciplined? 2. Which ways of disciplining do you feel may be best? 3. Do you think parents need to "practice what they preach?" (See Mental Health, Safety Education, and Nutrition Units)	9.28 9.32 9.39 9.42 9.44 10.3 10.4 10.10 10.12 10.13 10.14 10.15 10.16 10.18 10.19 10.20 10.21 11.9 12.8

COMPETENCY IV: Continuously contribute to the development of happy and ef

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Cultural and family values, standards and attitudes influence selection of marriage partners.	Report on origin of our marriage customs. Report on factors in success and failure of and interracial marriages. Foreign students riage customs of their countries. Discuss advantages and disadvantages of arra as practiced in some other cultures. Write may know he or she is "the one for you".
What happens to us before marriage makes us the individual we are when married.	Discuss what attitudes and values are and ho (Tie in how premarital experiences may form which carry over into married life and how t affect marriage.) Develop reports on purposes of dating, courts ments, wedding, honeymoon, marriage and fami
Various factors contribute to the success or failure of marriages.	Reports, resource speaker or reading assignm marital examination and counseling. (Emphas personal physician and religious advisors ar sources of birth control information.) List factors which may contribute to the suc failure of marriage. Committees then do res and report to class. (interests, maturity, values, religion, crises)

tinuously contribute to the development of happy and effective family life.

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
alues, es f mar-	Report on origin of our marriage customs.	1.2 4.52 1.4 4.53
	Report on factors in success and failure of interfaith and interracial marriages. Foreign students discuss marriage customs of their countries.	1.6 4.54 1.8 1.9 1.10
	Discuss advantages and disadvantages of arranged marriages as practiced in some other cultures. Write about how you may know he or she is "the one for you".	1.13 1.14 1.15 1.17 1.20
fore indi- rried.	Discuss what attitudes and values are and how they develop. (Tie in how premarital experiences may form attitudes which carry over into married life and how these might affect marriage.)	1.25 1.26 1.27 1.30 1.33
	Develop reports on purposes of dating, courtship, engagements, wedding, honeymoon, marriage and family.	2.3 3.2 3.10 3.11
ibute lure of	Reports, resource speaker or reading assignments on premarital examination and counseling. (Emphasize that personal physician and religious advisors are the best sources of birth control information.)	3.12 4.5 4.13 4.16 4.18
	List factors which may contribute to the success or failure of marriage. Committees then do research on these and report to class. (interests, maturity, health, goals, values, religion, crises)	4.20 4.38 4.39 4.44 4.51

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
	Work out a budget for first years of marri furniture, house, car, insurance, medical
Marriage calls for continuous individual adjustment.	Investigate sources of assistance of couns marital and emotional problems. Develop a evaluating sources.
Knowledge and appreciation of conception, embryological development, prenatal and postnatal problems and the birth process is a shared responsibility of parents.	Discuss various factors relating to famil religion, economics, health, fertility, s Acquire information for discussion on the prenatal environment to the development o and fetus. Investigate research on preventable cause and develop posters showing these concept

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
	Work out a budget for first years of marriage (food, furniture, house, car, insurance, medical plans, etc.)	
ontinuous t.	Investigate sources of assistance of counseling for marital and emotional problems. Develop a criteria for evaluating sources.	4.55 9.18 4.58 9.21 5.1 9.22 6.2 9.35 7.4 9.45 7.5 9.47 9.1 10.8 9.2 11.5 9.3 11.8 9.4 12.8 9.7 9.8 9.9
iation of gical l and nd the hared rents.	Discuss various factors relating to family planning (e.g. religion, economics, health, fertility, sterility, etc.) Acquire information for discussion on the importance of prenatal environment to the development of the embryo and fetus. Investigate research on preventable causes of birth defects and develop posters showing these concepts.	1.5 2.2 1.7 4.3 1.10 4.11 1.11 4.14 1.12 4.15 1.22 4.17 1.34 4.21 1.40 4.25 1.41 4.32 1.42 4.49 2.1 4.50

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
	Write essays on possible qualities needing dev for successful wifehood and motherhood. (Repe ties for husband and father.) Report on different methods of childbirth. Report on prenatal care and the best age of pa from the physical, emotional and social point
Early childhood education is a family responsibility.	Committees develop reports to class on: a. Principles of infant care. b. How homes can supplement school educatio c. How the father enters into this educatio d. How parents influence the mental health children including how to develop health toward other people in their children. e. How the physical needs of children are b (For information visit Headstart or kindergart pediatricians, social workers and nurses in th health departments, well-baby clinics in the l departments, etc.) Discuss what happens when parents do not or ca job of meeting physical, emotional and social their children.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Write essays on possible qualities needing development for successful wifehood and motherhood. (Repeat for qualities for husband and father.) Report on different methods of childbirth. Report on prenatal care and the best age of parenthood from the physical, emotional and social point of view.	4.57 5.3 5.5 6.1 6.3 6.4 6.5 7.1 7.2 9.5 9.10 9.11 9.12 9.13 9.14 9.15 9.16
Committees develop reports to class on: a. Principles of infant care. b. How homes can supplement school education. c. How the father enters into this educational pattern. d. How parents influence the mental health of their children including how to develop healthy feelings toward other people in their children. e. How the physical needs of children are best met. (For information visit Headstart or kindergarten classes, pediatricians, social workers and nurses in the local health departments, well-baby clinics in the local health departments, etc.) Discuss what happens when parents do not or cannot do a job of meeting physical, emotional and social needs of their children.	9.17 9.20 9.21 9.23 9.24 9.25 9.26 9.27 9.28 9.31 9.32 9.33 9.37 9.42 9.43 9.44 9.48 10.4 10.18 10.22 11.1 11.2 11.3 11.4 12.1 12.2

FAMILY HEALTH RESOURCES

(Preview all films; Review all written ma

A 51 page annotated bibliography on Sex Education and Family Life Educa
the Dean of Education, Central Washington State College, Ellensburg, Wa
books, pamphlets and audio-visual aids for junior high and senior high
is charged to cover production of this bibliography.)

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3.8 What To Do On A Date, SVE
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4.51 Psychological Differences Between the Sexes, McG
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5.3 Facts Are Not Enough
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Yourself
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10.1 A Guide To Family Living
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11.6 A Critical Look At Family Life Education (teacher reference--fr
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11.9 That Dear Octopus, The Family
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11.8 PLANNED PARENTHOOD FEDERATION OF AMERICA, 515 MADISON AVENUE, N

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SEX INFORMATION AND EDUCATION COUNCIL OF THE U.S., 1790 BROADWA

11.13 Sex Education (Discussion Guide #1) 50 cents
11.14 Homosexuality (Discussion Guide #2) 50 cents
11.15 Masturbation (Discussion Guide #3) 50 cents
11.16 Sex, Individual Freedom, and Social Responsibility (Newsletter,

12.0 TAMPAX INCORPORATED, EDUCATIONAL DEPARTMENT, 161 EAST 42nd STRE

12.1 From Fiction to Fact
12.2 Reprints: The Doctor Talks About Menstruation
It's Natural, It's Normal
Responses to Talks on Menstrual Health
Swimming During the Menstrual Period
Tampons As Menstrual Guards
Vaginal Tampons for Menstrual Hygiene
The Doctor Talks About Menopause

DIRECTOR OF EDUCATION, PERSONAL PRODUCTS COMPANY, MILLTOWN, NE

12.3 A Teaching Guide For Menstrual Hygiene (teacher reference)
12.4 Growing Up and Liking It

OCIAL HEALTH ASSOCIATION, 1790 BROADWAY, NEW YORK, NEW YORK 10019

Look At Family Life Education (teacher reference--free)
ly Life Education (teacher reference--free)
Octopus, The Family
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e Concerns

RENTHOOD FEDERATION OF AMERICA, 515 MADISON AVENUE, NEW YORK, NEW YORK 10022
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ity (Discussion Guide #2) 50 cents
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ORPORATED, EDUCATIONAL DEPARTMENT, 161 EAST 42nd STREET, NEW YORK, NEW YORK

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The Doctor Talks About Menstruation
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F EDUCATION, PERSONAL PRODUCTS COMPANY, MILLTOWN, NEW JERSEY 08850

Guide For Menstrual Hygiene (teacher reference)
and Liking It

KIMBERLY-CLARK CORPORATION, EDUCATIONAL DEPARTMENT, NEENAH, WISCONSIN

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AUDIO ARTS, 2828 S.W. FRONT AVENUE, PORTLAND, OREGON 97201

12.8 Worth Waiting For (a series of tapes on sex attitudes)

HEALTH CAREERS

Overview

Health occupations and professions are in great need of t
expands in the various health areas, the need for people to provide
greater.

Individuals may be unaware of the exciting career possibi
are as varied as are the interests which people pursue; therefore,
select a career which fits into his own interest pattern. Educato
elementary grade children to career possibilities; real exploratio
high school level. More detailed and specific investigation is a s

HEALTH CAREERS

Overview

occupations and professions are in great need of trained personnel; as our knowledge
arious health areas, the need for people to provide health services will become

duals may be unaware of the exciting career possibilities in health. Health careers
are the interests which people pursue; therefore, it is possible for an individual to
which fits into his own interest pattern. Educators have an opportunity to expose the
children to career possibilities; real exploration, however, begins at the junior
l. More detailed and specific investigation is a senior high school task.

COMPETENCIES

Competency I: Students have knowledge and understandings of the roles,
training required in health careers so that they may con
careers which satisfy their expectations.

COMPETENCIES

ents have knowledge and understandings of the roles, responsibilities, and
ning required in health careers so that they may consider and possibly select
ers which satisfy their expectations.

COMPETENCY I: Select health careers to satisfy their expectations.

CONCEPTS	**SAMPLE LEARNING EXPERIENCES**
Unique and important roles are played by individuals in a variety of health professions and occupations.	Identify health careers in television prog health (resident physician, orderly, diet nician). Discuss what each does and how the others. Investigate if the program g picture of each career. Organize field trips to interview individ professions and occupations; report back (Through class discussion, develop questi and things to look for on the field trip. Develop bulletin boards on various career careers. Develop show-case displays of health care Career Day or for National Career Week. Investigate types of health careers that the future (space, electronics, artificia Discuss the partnership of individuals in (See Consumer Health Unit)

Select health careers to satisfy their expectations.

	SAMPLE LEARNING EXPERIENCES	***RESOURCES***
ant roles ividuals ealth pro- pations.	Identify health careers in television programs related to health (resident physician, orderly, dietician, lab technician). Discuss what each does and how each relates to the others. Investigate if the program gives a true picture of each career.	1.16 4.5 1.18 4.6 2.1 4.7 4.1 7.0 4.2 8.1 4.3 8.2
	Organize field trips to interview individuals in various professions and occupations; report back to class. (Through class discussion, develop questions to be asked and things to look for on the field trip.)	7.0
	Develop bulletin boards on various careers or groups of careers.	1.16 6.0 2.1 7.0
	Develop show-case displays of health careers for School Career Day or for National Career Week.	1.16 4.2 2.1
	Investigate types of health careers that will be needed in the future (space, electronics, artificial organs, etc.)	1.15 6.0
	Discuss the partnership of individuals in health careers. (See Consumer Health Unit)	2.1

CONCEPTS	*SAMPLE LEARNING EXPERIENCES*
Great satisfaction may be gained from being able to help others.	Discuss: 1. How do you feel if you have reall directly or indirectly? 2. How important are your feelings choice of a health career? 3. How does this relate to mental he 4. How might health careers satisfy success, recognition, identity, e Ask librarians to suggest books on biog and women who have contributed to the h (See Mental Health Unit)
Preparation personally as well as academically is necessary for health occupations and professions.	List health careers; each student selec to him the most. Write a research pape qualifications, training needed, opport and disadvantages for the selected care

	SAMPLE LEARNING EXPERIENCES	RESOURCES
may be able to	Discuss: 1. How do you feel if you have really helped someone, directly or indirectly? 2. How important are your feelings in relation to a choice of a health career? 3. How does this relate to mental health? 4. How might health careers satisfy man's search for success, recognition, identity, etc?	1.17 2.1 6.0
	Ask librarians to suggest books on biographies of men and women who have contributed to the health fields. (See Mental Health Unit)	1.2 1.14 3.1 6.1
ally as ly is nec- occupations	List health careers; each student select one which appeals to him the most. Write a research paper on personal qualifications, training needed, opportunities, advantages and disadvantages for the selected careers.	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.12 1.13 1.16 1.17 1.18 1.19 2.1 4.1 4.2 4.4 4.5 7.0 8.2

CONCEPTS	*SAMPLE LEARNING EXPERIENCES*
	Analyze your personal likes, dislikes, inter and abilities and junior and/or senior high aration in light of the information you foun career selection. (Teacher: Show how likin people relates to nursing, liking to work wi lab technician, liking to work with material librarian.)
	Discuss what you liked about a certain docto dentist, nurse, dental assistant, medical re (In discussion bring out how job and persona
	Develop a bulletin board showing relationshi interests and certain careers.
	Develop criteria for selection of a school f ing of your chosen health career. (Value of program, where to secure information, etc.)
	Develop a bulletin board or hall display on in planning a career.

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
	Analyze your personal likes, dislikes, interests, values and abilities and junior and/or senior high school preparation in light of the information you found about your career selection. (Teacher: Show how liking to work with people relates to nursing, liking to work with exactness, lab technician, liking to work with materials, medical librarian.)	1.8 1.9 1.10 1.11 2.1
	Discuss what you liked about a certain doctor, dentist, nurse, dental assistant, medical receptionist. (In discussion bring out how job and personality relate.)	1.8 1.9 1.10 2.1
	Develop a bulletin board showing relationship of certain interests and certain careers.	1.16 2.1
	Develop criteria for selection of a school for the training of your chosen health career. (Value of accredited program, where to secure information, etc.)	8.1
	Develop a bulletin board or hall display on steps to take in planning a career.	1.11 2.1 8.2

HEALTH CAREER RESOURCES

(Preview all films; Review all materials)

1.0 BOOKS

1.1 Coy, Harold. DOCTORS AND WHAT THEY DO. Watts, 1956
1.2 Shippen, Katherine. MEN OF MEDICINE. Viking Press, 1957
1.3 Greene, Carla. DOCTORS AND NURSES; WHAT DO THEY DO? Harper and Ro
1.4 Deming, Dorothy. CAREERS FOR NURSES. McGraw-Hill, 1952
1.5 Paul, Grace. YOUR FUTURE IN MEDICAL TECHNOLOGY. Rosen, 1962
1.6 Dodge, Bertha S. THE STORY OF NURSING. Little, Brown and Co., 195
1.7 Nourse, Alan E. and Halliday, Eleanor. SO YOU WANT TO BE A NURSE.
1.8 Fedder, Ruth. A GIRL GROWS UP. McGraw-Hill, 1957 (pp. 202-26)
1.9 Fedder, Ruth. YOU, THE PERSON YOU WANT TO BE. McGraw-Hill, 1957 (
1.10 Landis, T. J. TEEN-AGERS' GUIDE FOR LIVING. Prentice-Hall, 1957 (
1.11 Kitson, Harry Dexter. I FIND MY VOCATION. McGraw-Hill, 1954
1.12 Neal, Harry Edward. DISEASE DETECTIVES. Messner, 1959
1.13 Starrett, Robert S. FIND A CAREER IN MEDICINE. Putnam, 1960
1.14 Wright, Helen and Rapport, Samuel. GREAT ADVENTURES IN NURSING. Ha
1.15 Paradis, Adrian A. YOU AND THE NEXT DECADE. McKay, 1965
1.16 Wilkinson, Edward C. (ed.) SEXTANT SERIES FOR EXPLORING YOUR FUTUR
Wisconsin: American Liberty Press, 1961
1.17 Burke, Betsy and Paradis, A.A. THE LIFE YOU SAVE. McKay, 1962
1.18 Starrett, Robert S. FIND A CAREER IN MEDICINE. Putnam, 1960 (grad
1.19 Ferrari, Erma P. CAREERS FOR YOU. Abingdon, 1954

2.0 SUPERINTENDENT OF DOCUMENTS, UNITED STATES GOVERNMENT PRINTING OFFI

2.1 Health Careers Guidebook (an excellent overall resource)

3.0 FILMSTRIPS

3.1 Great Names in Biology, EBF

HEALTH CAREER RESOURCES

(Preview all films; Review all materials)

DOCTORS AND WHAT THEY DO. Watts, 1956
erine. MEN OF MEDICINE. Viking Press, 1957
. DOCTORS AND NURSES; WHAT DO THEY DO? Harper and Row, 1963 (for primary grades)
hy. CAREERS FOR NURSES. McGraw-Hill, 1952
YOUR FUTURE IN MEDICAL TECHNOLOGY. Rosen, 1962
S. THE STORY OF NURSING. Little, Brown and Co., 1954
E. and Halliday, Eleanor. SO YOU WANT TO BE A NURSE. Harper and Row, 1961
A GIRL GROWS UP. McGraw-Hill, 1957 (pp. 202-26)
YOU, THE PERSON YOU WANT TO BE. McGraw-Hill, 1957 (pp. 178-200)
TEEN-AGERS' GUIDE FOR LIVING. Prentice-Hall, 1957 (pp. 183-200)
Dexter. I FIND MY VOCATION. McGraw-Hill, 1954
Edward. DISEASE DETECTIVES. Messner, 1959
bert S. FIND A CAREER IN MEDICINE. Putnam, 1960
and Rapport, Samuel. GREAT ADVENTURES IN NURSING. Harper and Row, 1960
ian A. YOU AND THE NEXT DECADE. McKay, 1965
ward C. (ed.) SEXTANT SERIES FOR EXPLORING YOUR FUTURE IN HOSPITALS. Milwaukee,
American Liberty Press, 1961
and Paradis, A.A. THE LIFE YOU SAVE. McKay, 1962
bert S. FIND A CAREER IN MEDICINE. Putnam, 1960 (grades 6-9)
P. CAREERS FOR YOU. Abingdon, 1954

NT OF DOCUMENTS, UNITED STATES GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402

rs Guidebook (an excellent overall resource)

in Biology, EBF

4.0 FILMS

4.1 Helping Hands for Julie, WSH
4.2 Health Careers, WSH
4.3 Doctor, CWSC
4.4 Engineering Your Health, WSH
4.5 Challenge To Serve, WSH
4.6 A Career In Bacteriology, Assoc
4.7 Career: Medical Technologist, Assoc

6.0 TODAY'S HEALTH

"Can You Identify These Specialists?" January, 1963
Conley, Veronica Lucey. "R.N.-- Those Magic Initials." Dece
Donohue, Stephen. "What Is A Dermatologist?" September, 196
Donohue, Stephen. "What Is An Internist?" April, 1963
Carner, Charles. "Maybe He Can Become A Doctor." May, 1966
Earle, Howard. "Recruiting Tomorrow's Doctors Today." Novem
Fay, Marion. "Why So Few Women Doctors?" June, 1963
Earl, Howard G. "Your Next Nurse May Be A Man." February, 1
Gilbert, Philip. "They Help Rebuild Lives." July, 1962
Hamilton, T. Stewart. "Modern Medicine Requires Qualified Nu
Hendrickson, Robert M. "Doctor At the Drawing Board." May,
Higdon, Hal. "He's Just A Country Doctor." March, 1960
Moss, John. "Lady Doctor's First Assignment: Africa." Dece
Orphan, Dennis. "Country Doctor, Navaho Style." February, 1
Orphan, Dennis. "A Doctor In The Making." October, 1961
Orphan, Dennis. "A Dream Comes True: He's A Doctor." Decem
Orphan, Dennis. "He's Becoming A Children's Doctor." Februa
Orphan, Dennis. "He Enjoys Being A Small Town Doctor." Marc
Orphan, Dennis. "His Goal: To Better Serve Mankind." Novem
Orphan, Dennis. "The Life of An Intern On His Way-- To Relie
January, 1962
Orphan, Dennis. "Meet A Prison Doctor." December, 1960
Randal, Judith. "Medicine's Unsung Researchers: The Veterin
Roberts, Nancy. "He's A Country Doctor." October, 1960
Scott, Ruth B. "Training A Practical Nurse." May, 1962
Terry, Luther L. "What Is A Public Health Physician?" May,
Tinker, Frank A. "The Papagos Become Candy Stripers." Octob
Wagner, Melinda. "Psychiatrist At The Drawing Board." Augus

Hands for Julie, WSH
Careers, WSH
CWSC
ring Your Health, WSH
ge To Serve, WSH
r In Bacteriology, Assoc
Medical Technologist, Assoc

HEALTH

u Identify These Specialists?" January, 1963
Veronica Lucey. "R.N.-- Those Magic Initials." December, 1960
, Stephen. "What Is A Dermatologist?" September, 1962
, Stephen. "What Is An Internist?" April, 1963
Charles. "Maybe He Can Become A Doctor." May, 1966
Howard. "Recruiting Tomorrow's Doctors Today." November, 1963
rion. "Why So Few Women Doctors?" June, 1963
oward G. "Your Next Nurse May Be A Man." February, 1966
, Philip. "They Help Rebuild Lives." July, 1962
n, T. Stewart. "Modern Medicine Requires Qualified Nurses." August, 1963
kson, Robert M. "Doctor At the Drawing Board." May, 1961
Hal. "He's Just A Country Doctor." March, 1960
ohn. "Lady Doctor's First Assignment: Africa." December, 1960
Dennis. "Country Doctor, Navaho Style." February, 1960
Dennis. "A Doctor In The Making." October, 1961
Dennis. "A Dream Comes True: He's A Doctor." December, 1961
Dennis. "He's Becoming A Children's Doctor." February, 1962
Dennis. "He Enjoys Being A Small Town Doctor." March, 1962
Dennis. "His Goal: To Better Serve Mankind." November, 1961
Dennis. "The Life of An Intern On His Way-- To Relieve Suffering-- To Conquer Disease."
y, 1962
Dennis. "Meet A Prison Doctor." December, 1960
Judith. "Medicine's Unsung Researchers: The Veterinarians." October, 1962
, Nancy. "He's A Country Doctor." October, 1960
Ruth B. "Training A Practical Nurse." May, 1962
Luther L. "What Is A Public Health Physician?" May, 1963
Frank A. "The Papagos Become Candy Stripers." October, 1962
Melinda. "Psychiatrist At The Drawing Board." August, 1963

6.1 TODAY'S HEALTH

"Apostle of Antisepsis." Decmeber, 1962 (Ignaz Semmelweis)
"Barber of the Battlefield." November, 1963 (Ambroise Pare)
"The Beginnings of Brain Surgery." January, 1961
"The Birth of Modern Pathology." June, 1961 (Rudolf Virchow)
"A Breaker of Chains." July, 1962 (Philippe Pinel and mental institutions)
"Calling A Halt to Rabies." January, 1963 (Louis Pasteur)
"A Champion for the Witch." April, 1963 (Henry Cornelius Agrippa)
"A Cow, A Dairymaid, And A Doctor." June, 1962 (Edward Jenner)
"The Deadliest Mosquito." March, 1961 (Charles Laveran and malaria)
"Doctor Koch and the Boiled Potato." December, 1963 (Robert Koch)
"Dr. Lind and the Lemon." December, 1960 (James Lind and scurvy)

7.0 FOR SPECIFIC CAREER INFORMATION WRITE TO:

Washington State Hospital Education and Research Foundation
601 Broadway
Seattle, Washington 98122 (all hospital careers)

American College Hospital Administrators
840 N. Lake Shore Drive
Chicago, Illinois 60611

American Hospital Association
840 N. Lake Shore Drive
Chicago, Illinois 60611

National Health Council
1790 Broadway
New York, New York 10019

American Dental Association (dentists and specialties)
Council on Dental Education
222 East Superior Street
Chicago, Illinois 60611

National Association of Dental Laboratories (dental laboratory technician)
734 - 15th Street N.W.
Washington, D. C. 20006

American Dental Hygienists Association (dental hygienists)
100 East Ohio Street
Chicago, Illinois 60611

American Dietetic Association (dietitian, nutritionist, food service supervisor, food service clerical worker, and food service workers)
620 North Michigan Avenue
Chicago, Illinois 60611

Health Economics Branch (home economists)
Division of Community Health Services
Bureau of State Services
Department of Health, Education, and Welfare
Washington, D. C. 20201

American Industrial Hygiene Association (industrial hygienist)
14125 Prevast Street
Detroit, Michigan 48227

Conference on Radiological Health (radiological health specialists and technicians)
1901 Chapman Avenue
Rockville, Maryland 20850

Guild of Prescription Opticians of America Inc. (optician)
494 Broad Street
Newark, New Jersey 07102

American Optometric Association (optometrist)
7000 Chippewa Street
St. Louis, Missouri

American Association of Medical Assistants (medical secretary, medical assistant)
510 North Dearborn Street
Chicago, Illinois 60610

Clover Park Education Center, Vocational Technical Division (certified medical laboratory assistant, practical nursing)
4500 Steilacoom Boulevard S.W.
Lakewood Center, Washington 98499

Edison Technical School, Dental Assisting Department (den
Broadway and East Pine
Seattle, Washington

Office of Admissions (dental assistant, medical record te
Spokane Community College
East 3403 Mission Avenue
Spokane, Washington 99202

American Osteopathic Association (doctor of osteopathy)
212 East Ohio Street
Chicago, Illinois 60611

American Pharmaceutical Association (pharmacist)
2215 Constitution Avenue N.W.
Washington, D. C. 20037

American Podiatry Association (podiatrist)
3301 - 16th Street N.W.
Washington, D. C. 20010

American Psychological Association (clinical psychologist,
1200 - 17th Street N.W. psychologist, and psych
Washington, D. C. 20003

National Commission for Social Work Careers (medical socia
345 East 46th Street
New York, New York 10017

Association of Medical Illustrators (medical illustrator)
University of Nebraska College of Medicine
42nd and Dewey Avenue
Omaha, Nebraska 68105

National Center of Health Statistics (public health statis
United States Public Health Service
Department of Health, Education, and Welfare
Washington, D. C. 20204

Medical Library Association (hospital librarian, medical l
919 North Michigan Avenue
Chicago, Illinois 60611

echnical School, Dental Assisting Department (dental assistant)
and East Pine
Washington

f Admissions (dental assistant, medical record technician, practical nursing, nursing aids)
Community College
3 Mission Avenue
Washington 99202

Osteopathic Association (doctor of osteopathy)
Ohio Street
Illinois 60611

Pharmaceutical Association (pharmacist)
stitution Avenue N.W.
ton, D. C. 20037

Podiatry Association (podiatrist)
6th Street N.W.
ton, D. C. 20010

Psychological Association (clinical psychologist, counseling psychologist, social
7th Street N.W. psychologist, and psychometrist)
ton, D. C. 20003

Commission for Social Work Careers (medical social worker, psychiatric social worker)
46th Street
, New York 10017

tion of Medical Illustrators (medical illustrator)
ity of Nebraska College of Medicine
Dewey Avenue
ebraska 68105

Center of Health Statistics (public health statistician, statistical clerk)
States Public Health Service
ent of Health, Education, and Welfare
ton, D. C. 20204

Library Association (hospital librarian, medical librarian)
th Michigan Avenue
, Illinois 60611

Medical Engineering and Electronics (medical engineering, computer per
2 East 63rd Street technicians)
New York, New York 10016

American Society of Safety Engineer (safety engineer)
5 North Wabash Avenue
Chicago, Illinois 60603

Institute of Food Technologists (food technologist)
176 West Adams Street
Chicago, Illinois 60603

Personnel Office (food and drug inspector and analyst)
Food and Drug Administration
United States Department of Health, Education, and Welfare
Washington, D. C. 20204

Society of Public Health Educators (public health educator)
81 Hillside Road
Rye, New York 10580

United States Civil Service Commission (health information and communi
Washington, D. C. 20415

Board of Certified Laboratory Assistants of the American (medical tech
Society of Clinical Pathologist blood bank, h
9500 South California Avenue technologist,
Evergreen Park, Illinois 60642

National League for Nursing (professional nurse, practical nurse, and
Committee on Careers
10 Columbus Circle
New York, New York 10019

National Council for Homemakers Services
1790 Broadway
New York, New York 10019

American Occupational Therapy Association (occupational therapy and oc
250 West 57th Street
New York, New York 10019

nd Electronics (medical engineering, computer personnel, medical engineering
technicians)

0016

afety Engineer (safety engineer)

603

hnologists (food technologist)

603

d and drug inspector and analyst)
tration
ent of Health, Education, and Welfare
204

lth Educators (public health educator)

ervice Commission (health information and communications)
415

boratory Assistants of the American (medical technologists, cytotechnologist,
Pathologist blood bank, histologic, nuclear medical
Avenue technologist, certified laboratory assistant)
ois 60642

ursing (professional nurse, practical nurse, and specialties)

0019

Homemakers Services

0019

Therapy Association (occupational therapy and occupational therapy assistant)

0019

American Orthotics and Prosthetics Association (prosthetist, orthotist)
919 - 18th Street N.W., Suite 130
Washington, D. C. 20006

American Sociological Association (sociologist)
1755 Massachusetts Avenue N.W.
Washington, D. C. 20036

Association for Physical and Mental Rehabilitation (corrective therapist)
105 Saint Laurence Street
Rehobath Beach, Delaware 19971

American Association for Rehabilitation Therapy
Veterns' Administration Hospital
Hines, Illinois 60141

American Speech and Hearing Association (speech pathologists, radiologists)
1001 Connecticut Avenue N.W.
Washington, D. C. 20036

American Veterinary Medical Association (veterinarian)
600 South Michigan Avenue
Chicago, Illinois 60605

American Dental Assistants' Association (dental assistant)
410 First National Bank Building
LaPorte, Indiana 46350

National Association of Science Writers (health information specialists, science writers)
73 Carlton Avenue, Apt. 18A
Port Washington, New York 11050

American Medical Association (physicians and specialties)
535 North Dearborn Street
Chicago, Illinois 60610

American Physical Therapy Association
1790 Broadway
New York, New York 10019

American Association for Health, Physical Education and Recreation (school health educator)
1201 Sixteenth Street N.W.
Washington, D. C. 20036

United States Public Health Service (health research, laboratory technicians, laboratory helpers,
National Institutes of Health and secretaries)
Department of Health, Education,
and Welfare
Bethesda, Maryland 20014

Society of Technical Writers and Publishers (technical writers)
P. O. Box 3706
Beachwold Station
Columbus, Ohio 43214

Consulting Service on Recreation for the Ill and Handicapped
National Recreation Association
8 West 8th Street
New York, New York

National Association of Recreational Therapists (recreational therapists)
Eastern State Hospital
Vinita, Oklahoma 74301

The American Society of Radiologic Technologist (radiologic technologist)
537 South Main Street
Fond du Lac, Wisconsin 54935

American Home Economics Association (homemaking rehabilitation consultant)
1600 - 20th Street N.W.
Washington, D. C. 20009

Home and Family Life
Washington State Board for Vocational Education
P. O. Box 248
Olympia, Washington 98501

8.0 STATE BOARD FOR VOCATIONAL EDUCATION, P. O. BOX 248, OL

8.1 Lists of approved schools in various occupations. (pra
medical receptionist, medical records clerk, dental ass
certified medical laboratory assistant)

8.2 Occupational Trends in Health Care Industries. King Co
Education in your school)

OARD FOR VOCATIONAL EDUCATION, P. O. BOX 248, OLYMPIA, WASHINGTON 98501

f approved schools in various occupations. (practical nursing, medical assistant, receptionist, medical records clerk, dental assistant, x-ray technician, nursing aid, ed medical laboratory assistant)
ional Trends in Health Care Industries. King County 1965-1970 (See Director of Vocational on in your school)

HEREDITY AND ENVIRONMENT

Overview

The mapping of chromosomes; man's influencing heredity by modifying
solution of health problems -- these are some of the possibilities in the excit
Recent research on nucleic acid moves us closer to the age old question, "What
ual needs understanding, appreciation and a feeling of responsibility as he li
increase in knowledge of the basic genetic mechanism of man and our increasing
basic potential through environment.

Careful teaching must be done to eliminate the formation of inaccura
students such as the inferiority or superiority of any race or group of people
be taken to avoid any embarrassment to students through reference to specific
be within their own present families.

This unit correlates well with Family Health, Community Health, Anat
Mental Health units.

EREDITY AND ENVIRONMENT

Overview

[illegible] structure; the [illegible] of the geneticist. [illegible] individ- [illegible] endous. [illegible] this [illegible]

COMPETENCIES

Competency I: Students understand the interrelationships of he
this knowledge in forming attitudes and behaving

Competency II: Students understand genetic substances, their tr
heredity and the impact of this information on l

Competency III: Students understand genetic and somatic variatio
actions might be possible to accept or eliminate

Competency IV: Students understand eugenics and euthenics as ar
individual and social decisions.

COMPETENCIES

dents understand the interrelationships of heredity and environment and utilize s knowledge in forming attitudes and behaving so that self-improvement occurs.

dents understand genetic substances, their transmission, the basic laws of redity and the impact of this information on living things.

dents understand genetic and nongenetic variations in characters and support whatever ctions might be possible to lessen or eliminate [illegible] and disorders.

udents understand eugenics and euthenics as [illegible] to making intelligent dividual and social decisions.

COMPETENCY I: Utilize the understanding of heredity and environment a
to improve self.

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Each individual is unique.	Stamp fingerprints and compare. Examine b hairs from different individuals to point List ways that adolescents begin assuming for shaping their environment. Analyze the myth that "somewhere in the wo an exact double"--statistically or numeric Observe similarities and differences of id Why do these similarities and differences Use phenylthiocarbamide paper for taste te inheritance of taster or non-taster charac
Nucleic acid in the chromosomes of cells are the carriers of hereditary traits.	Discuss historical evidence that the chrom heredity. (Cell theory)
Sexual reproduction introduces greater variation in succeeding generations.	Observe plants which have been grown asexua parent and compare with a litter of animal different parents. Invite a nurseryman to speak on sexual and of reproduction in plants and results.

ilize the understanding of heredity and environment and their interrelationships
improve self.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ique.	Stamp fingerprints and compare. Examine by microscope hairs from different individuals to point up uniqueness.	For all of Competency I: 1.1 1.3 1.6 1.7 1.8 1.9 1.12 1.14 1.19 3.1 4.3 4.4 4.6 4.11 4.14 4.18 4.19 4.20 4.26 4.30 4.32 4.33 11.1 11.5 11.10 12.6
	List ways that adolescents begin assuming responsibility for shaping their environment.	
	Analyze the myth that "somewhere in the world everyone has an exact double"--statistically or numerically.	
	Observe similarities and differences of identical twins. Why do these similarities and differences occur?	
	Use phenylthiocarbamide paper for taste test. Discuss inheritance of taster or non-taster characteristic.	
hromo- e y	Discuss historical evidence that the chromosomes carry heredity. (Cell theory)	
intro- on in s.	Observe plants which have been grown asexually from one parent and compare with a litter of animals from two different parents.	
	Invite a nurseryman to speak on sexual and asexual means of reproduction in plants and results.	

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Environment includes all the factors other than genetic which influence the organism.	Grow corn or beans varying light intensit growth period to show environmental influ Discuss the following as factors in the e affect individuals: a. prenatal influence of drugs, smokin radiation, etc. b. social influences such as family, e tural traditions, etc. (i.e. stretc primitive cultures) Compare a pine tree grown in alpine envir grown in a temperate region. (See Drug Education, Smoking Education, and Family Health Units)
The environment is constantly changing, therefore, the organism is constantly changing.	Develop graphs to show how humans have be larger as a result of better environment. average height in orientals raised in the here.) Discuss how humans may change in the futu tain environmental conditions. (Discuss role of mutation, differences bet and inherited characteristics and difficul guishing, causes of extinction of species characteristics of groups in certain envir

SAMPLE LEARNING EXPERIENCES	RESOURCES
Grow corn or beans varying light intensity, color and growth period to show environmental influences. Discuss the following as factors in the environment which affect individuals: a. prenatal influence of drugs, smoking, poisons, radiation, etc. b. social influences such as family, economics, cultural traditions, etc. (i.e. stretching lip in primitive cultures) Compare a pine tree grown in alpine environment with one grown in a temperate region. (See Drug Education, Smoking Education, Community Health and Family Health Units) Develop graphs to show how humans have become taller and larger as a result of better environment. (Discuss average height in orientals raised in the Orient and here.) Discuss how humans may change in the future, given certain environmental conditions. (Discuss role of mutation, differences between acquired and inherited characteristics and difficulty of distinguishing, causes of extinction of species in the past, characteristics of groups in certain environments, etc.)	

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
Evidence regarding inherited traits and/or environmental influences must be constantly analyzed and evaluated.	Measure height of both parents and averag student's height. Discuss why difference Describe historical error of Swiss people goiter was normal. Investigate inherited conditions which ta influences to determine whether that cond detrimental, beneficial, etc.

gh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
nd/or uences analyzed	Measure height of both parents and average. Compare with student's height. Discuss why differences occur. Describe historical error of Swiss people assuming a goiter was normal. Investigate inherited conditions which take environmental influences to determine whether that condition is obvious, detrimental, beneficial, etc.	

COMPETENCY II: Understand genetic substances, their transmission, the
the impact of this information on living things.

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
Inherited traits are determined by arrangement of genes (DNA) in a definite number of chromosomes.	Make chains using poppit beads illustratin and chromosome interchange. Construct a DNA molecule to use in classro Observe fruit fly chromosomes with microsc
The genetic material is kept constant by mitosis.	Construct models of chromosomes or use fl show what happens during mitosis. Diagram mitosis.
Transmission of genes occurs through sex cells from each parent.	Diagram meiosis. Observe living frog sperm, discuss geneti Observe frog or chicken eggs and developme Visit fish hatchery during spawning seaso
Inheritance is regulated and follows basic laws.	Breed rats of definite heritage (albino ar and plot characteristics of offspring thro generations. (Note: start at beginning o project throughout year.)

and genetic substances, their transmission, the basic laws of heredity and act of this information on living things.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
er-	Make chains using poppit beads illustrating chromosomes and chromosome interchange. Construct a DNA molecule to use in classroom discussion. Observe fruit fly chromosomes with microscope. Construct models of chromosomes or use flannel board to show what happens during mitosis. Diagram mitosis.	For Competency II: 1.3 1.7 1.8 1.9 1.10 1.13 4.1 4.2 4.10 4.13 4.18 4.27 4.28 4.30 11.2 11.6 11.10 12.3 12.4 12.5
curs ach	Diagram meiosis. Observe living frog sperm, discuss genetic makeup. Observe frog or chicken eggs and development. Visit fish hatchery during spawning season. Breed rats of definite heritage (albino and black hooded) and plot characteristics of offspring through several generations. (Note: start at beginning of year and carry project throughout year.)	

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
	Use plants or fruit flies to duplica nance, segregation and independent
	Develop a bulletin board showing se rabbits. (Use colored yarn tails.)
The sex of individuals is controlled by special sex chromosomes.	Collect myths about sex determinati mother sleeps on her right side, th (Show how present knowledge helps u
Traits are inherited with a predictable regularity (mono- and dihybrid crosses).	Refer to rat-breeding experiment ab
	Flip coins or roll dice to illustra
	Discuss family characteristics. (r blaze, extra digit, etc.)
	Use punnett square and algebraic me genotype and phenotype in mono- or
Varying degrees of dominance are possible in some traits.	Discuss incomplete dominance in fou white cattle, etc. (Emphasize that not inherited through simple domina

igh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Use plants or fruit flies to duplicate the laws of dominance, segregation and independent assortment. Develop a bulletin board showing several generations of rabbits. (Use colored yarn tails.)	
duals is cial	Collect myths about sex determination-- e.g., if the mother sleeps on her right side, the baby will be a boy. (Show how present knowledge helps us dispel these myths.)	
ted with ularity id	Refer to rat-breeding experiment above. Flip coins or roll dice to illustrate ratios. Discuss family characteristics. (red hair, white hair blaze, extra digit, etc.) Use punnett square and algebraic methods of determining genotype and phenotype in mono- or dihybrid crosses.	
f domi- e in some	Discuss incomplete dominance in four o'clocks, red and white cattle, etc. (Emphasize that most human traits are not inherited through simple dominance, i.e., skin color.)	

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Some characteristics are sex linked.	Investigate pedigrees of hemophilia in the Royal Students who have a history of colorblindness or characteristics construct pedigrees of their own Observe charts for screening colorblindness.
Blood types are inherited and influence certain aspects of life.	Discuss multiple factor in inheritance. Show antibody - antigen relationship (use a flan Type own blood. Include RH if possible. (Secur written permission.) Invite a resource person from a blood bank to sp blood type as a factor in transfusions. Have a doctor or nurse discuss the prenatal effe RH factor. (See Anatomy and Physiology Unit)

SAMPLE LEARNING EXPERIENCES	RESOURCES
Investigate pedigrees of hemophilia in the Royal family.	
Students who have a history of colorblindness or other characteristics construct pedigrees of their own families.	
Observe charts for screening colorblindness.	
Discuss multiple factor in inheritance.	
Show antibody - antigen relationship (use a flannel board).	
Type own blood. Include RH if possible. (Secure parents' written permission.)	
Invite a resource person from a blood bank to speak on blood type as a factor in transfusions.	
Have a doctor or nurse discuss the prenatal effects of the RH factor.	
(See Anatomy and Physiology Unit)	

COMPETENCY III: Understand genetic and somatic variations and disorders ar
accept or eliminate these.

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
A mutation is a permanent change in a gene.	Expose fruit flies to radiation (see your loc and observe the next generation to see if any have occurred. Discuss how a mutation might affect an indivi size that mutations may be beneficial as well
The causes of somatic disorders may be genetic or environmental.	Discuss the different types of anemia (sickle cious, iron deficiency, etc.) Emphasize that these diseases have the same symptoms, some a and some environmental. Report on specific hereditary disorders and w done to help people with these disorders.

nd genetic and somatic variations and disorders and support actions to
r eliminate these.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Expose fruit flies to radiation (see your local dentist) and observe the next generation to see if any mutations have occurred. Discuss how a mutation might affect an individual (emphasize that mutations may be beneficial as well as harmful).	1.7 1.8 1.9 1.13 4.25
Discuss the different types of anemia (sickle cell, pernicious, iron deficiency, etc.) Emphasize that although these diseases have the same symptoms, some are inherited and some environmental. Report on specific hereditary disorders and what can be done to help people with these disorders.	

COMPETENCY IV: Make decisions based on the understanding of eugenics an

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Euthenics is the attempt to improve the human race through environmental regulation.	Reconsider "Balance in Nature" concepts. Discuss World Health Organization projects their results, e.g. preventing a major disea malaria. Consider the condition of the world if: 1. Several specific diseases were still 2. All diseases were abolished. Consider the implications of the population
Eugenics is an attempt to improve the human race through regulations of inherited characteristics.	Discuss individual responsibility for person progress.

sions based on the understanding of eugenics and euthenics.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Reconsider "Balance in Nature" concepts. Discuss World Health Organization projects and evaluate their results, e.g. preventing a major disease like malaria. Consider the condition of the world if: 1. Several specific diseases were still prevalent. 2. All diseases were abolished. Consider the implications of the population explosion. Discuss individual responsibility for personal and social progress.	1.2 1.11 1.15 4.11 4.12 4.22

COMPETENCY I: Utilize the understanding of heredity and environment and
to improve self.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Initial hereditary potential can be modified by the environment.	Discuss how an adverse intra-uterine environ detrimental to an embryo or fetus (German me etc.). Write a paper on environmental hazards (dise dents, etc.) which modify hereditary potenti detrimental manner.
Man is capable of favorably modifying his environment.	Group reports on: A. Effects of fluoridation on man's healt B. Effects of modern food processing on m
Environmental changes bring about new problems of adaptation.	Analyze the survival problems that might ar disease organisms were introduced from space adaptations necessary by Eskimos when new d introduced to them; jet travel and small pox etc.) Discuss problems of air and water pollution necessity for adaptation in the future. (See Family Health, Disease, Safety Educa Health, Nutrition and Community Health Un

ize the understanding of heredity and environment and their interrelationships
improve self.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
tential e	Discuss how an adverse intra-uterine environment can be detrimental to an embryo or fetus (German measles, drugs, etc.). Write a paper on environmental hazards (disease, accidents, etc.) which modify hereditary potential in a detrimental manner.	1.4 1.12 1.14 1.17 1.18 1.19 1.20 1.21 1.26 2.1 4.5 4.7 4.8 4.14 4.15 4.16 4.17 4.23 6.1 11.1 11.2
orably ment.	Group reports on: A. Effects of fluoridation on man's health. B. Effects of modern food processing on man's health.	
bring adapta-	Analyze the survival problems that might arise if new disease organisms were introduced from space. (Discuss adaptations necessary by Eskimos when new diseases were introduced to them; jet travel and small pox contagion, etc.) Discuss problems of air and water pollution and possible necessity for adaptation in the future. (See Family Health, Disease, Safety Education, Dental Health, Nutrition and Community Health Units)	

COMPETENCY II: Understand genetic substances, their transmission, the basi
the impact of this information on living things.

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Hereditary potential is chemically determined.	Review basic concepts covered in junior high. Use a flannel board demonstration of DNA repli Discuss the relationship between DNA, genes a somes. Discuss how genes determine the expression of traits.
There may be alterations in the chemical substances of heredity.	Demonstrate (using bacteria and viruses) the viral DNA on bacterial structure.

enetic substances, their transmission, the basic laws of heredity, and
f this information on living things.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Review basic concepts covered in junior high.	1.3 1.17 1.18 1.19 1.20 1.21 4.4 4.7 4.13 4.15 4.23 4.34 11.3
Use a flannel board demonstration of DNA replication.	
Discuss the relationship between DNA, genes and chromosomes.	
Discuss how genes determine the expression of specific traits.	
Demonstrate (using bacteria and viruses) the effect of viral DNA on bacterial structure.	

COMPETENCY III: Understand genetic and somatic variations and disorders, accept or eliminate these.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Mutations cause variations from expected development.	Investigate and discuss those mental and tions which are direct results of mutatio Huntington's Chorea, diabetes, hemophilia Selected students visit appropriate insti clinics to observe genetic disorders, the care, etc. and report findings to class f Determine what conditions must exist for affect only one generation; to affect suc tions.
Mutations may arise from many causes.	Explore the possibilities of accidents, c drugs, radiation, etc. as major causes of
Environment may produce beneficial or detrimental variations.	Discuss prenatal, natal and postnatal env medical advancements for saving premature RH factor, thalidomide) Determine individual and family problems result of adverse environment such as mal crop failures in overpopulated areas, etc Investigate the possibilities of environm tion and/or treatment of inherited proble

Understand genetic and somatic variations and disorders and support actions to accept or eliminate these.

gh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
ariations elopment.	Investigate and discuss those mental and physical variations which are direct results of mutations such as Huntington's Chorea, diabetes, hemophilia, etc.	1.2 1.4 1.14 1.15 1.19 1.20 1.22 1.23 1.25 1.26 2.1 4.15 4.31 11.1 11.2 11.3 11.4 11.7 11.8 11.9 11.10 12.1 12.2
	Selected students visit appropriate institutions and clinics to observe genetic disorders, their management and care, etc. and report findings to class for discussion.	
	Determine what conditions must exist for variations to affect only one generation; to affect succeeding generations.	
se from	Explore the possibilities of accidents, chance, disease, drugs, radiation, etc. as major causes of mutations.	
roduce rimental	Discuss prenatal, natal and postnatal environment. (i.e. medical advancements for saving premature babies, anoxia, RH factor, thalidomide)	
	Determine individual and family problems which arise as a result of adverse environment such as malnutrition from crop failures in overpopulated areas, etc.	
	Investigate the possibilities of environmental prevention and/or treatment of inherited problems (PKU etc.).	

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Chromosome number variations may result in congenital abnormalities.	Use flannel board to demonstrate chrom Turner's and Klinefelter's syndromes a discuss possible causes.
Whether a mutation is beneficial or detrimental may depend on the environment.	Discuss beneficial aspects of sickle-c relationship to malaria. Trace allergies in families and determ environmentally caused or controlled. (See Family Health, Mental Health an

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
ations al	Use flannel board to demonstrate chromosome variations in Turner's and Klinefelter's syndromes and in mongolism; discuss possible causes.	
tal ron-	Discuss beneficial aspects of sickle-cell anemia in its relationship to malaria.	
	Trace allergies in families and determine which might be environmentally caused or controlled.	
	(See Family Health, Mental Health and Drug Units)	

COMPETENCY IV: Make decisions based on the understanding of euge

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Application of the principles of eugenics is a method for improvement of the human race.	Investigate origin and history of e Investigate and discuss present da of eugenics. List some traits which would improv some characteristics which would be resulting offspring of a union of f relatives; evaluate findings. Explain the possibilities of intell as it might affect racial improveme Investigate genetic counseling serv List and discuss reasons why some c to have children.
Human eugenics results in a variety of social issues.	Review Hitler's original intention human race and discuss social impli inaccuracies in his reasoning in li about heredity and environment. Review laws in the State of Washing marriage of epileptics, mentally re specific problems. Evaluate in lig of heredity.

Make decisions based on the understanding of eugenics and euthenics.

igh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
ne principles method for ne human	Investigate origin and history of eugenics. Investigate and discuss present day theories and principles of eugenics. List some traits which would improve an individual and some characteristics which would be detrimental to the resulting offspring of a union of first cousins or nearer relatives; evaluate findings. Explain the possibilities of intellectual choice of mate as it might affect racial improvement. Investigate genetic counseling services in this state. List and discuss reasons why some couples might not choose to have children.	
esults in a l issues.	Review Hitler's original intention of producing a superhuman race and discuss social implications. Discuss inaccuracies in his reasoning in light of what we know about heredity and environment. Review laws in the State of Washington which apply to the marriage of epileptics, mentally retarded and others with specific problems. Evaluate in light of recent knowledge of heredity.	1.5 1.12 1.14 1.17 1.18 1.19 1.20 1.21 1.26

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
	Discuss artificial insemination and recen with embryos as a means of racial improve the legal aspects. Discuss the question, "Should population If so, how? Set up criteria for the choice of personn in the utilization of eugenics at the com List results if failure occurs. List ben
Application of the principles of euthenics develops the qualities of man to their highest degree through regulation of the environment.	Show how nutrition affects the offspring on. Invite a sanitarian from your local healt discuss the effects of sanitation and air development of the individual. List and discuss ways in which medical ca medicine have increased the level of deve increasing segment of the population. Show how stress and emotions have interfe cient progress of euthenics. Discuss how education can contribute to m environment. (See Nutrition, Mental Health, Communit and Consumer Health Units)

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
	Discuss artificial insemination and recent experimentation with embryos as a means of racial improvement; investigate the legal aspects.	4.9 4.24 4.29 12.5
	Discuss the question, "Should population be controlled?" If so, how?	
	Set up criteria for the choice of personnel and methods in the utilization of eugenics at the community level. List results if failure occurs. List beneficial results.	
inci- elops to through ron-	Show how nutrition affects the offspring from fetal life on.	
	Invite a sanitarian from your local health department to discuss the effects of sanitation and air pollution on the development of the individual.	
	List and discuss ways in which medical care and preventive medicine have increased the level of development of an increasing segment of the population.	
	Show how stress and emotions have interfered with efficient progress of euthenics.	
	Discuss how education can contribute to man improving his environment.	
	(See Nutrition, Mental Health, Community Health, Disease and Consumer Health Units)	

HEREDITY AND ENVIRONMENT RESOUR

(Preview all films; Review all mat

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1.1 Bonner, David M. HEREDITY. Prentice-Hall, 1961
1.2 Asimov, Isaac. THE GENETIC CODE. Grossman, 1963
1.3 Hutchins, Carleen Maley. LIFE'S KEY--DNA. Coward-McCann
1.4 Ashley, Montague M.F. GENETIC MECHANISMS IN HUMAN DISEASE
1.5 Ashley, Montague M.F. MAN'S MOST DANGEROUS MYTH: THE FAL
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1.8 Navarra, John G. et al. LIFE AND THE MOLECULE--THE BIOLO
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1.21 Stern, Curt. PRINCIPLES OF HUMAN GENETICS. Freeman, 196
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1.23 Fishbein, Morris, M.D. (ed.) BIRTH DEFECTS. Lippincott,
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2.1 Genetics and the Epidemiology of Chronic Diseases

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arleen Maley. LIFE'S KEY--DNA. Coward-McCann, 1961
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d the Epidemiology of Chronic Diseases

3.0 FILMSTRIPS

3.1 Environment and Survival Series (Life in Relation to Environment,
Two Subtropical Communities, Life on Grasslands and Prairies), SVE

4.0 FILMS

4.1 Meiosis-- Sex Cell Formation, EBF
4.2 Mitosis, EBF
4.3 Human Heredity, Bell
4.4 Thread of Life (question and answer disk), Bell
4.5 DNA Molecule of Heredity, EBF
4.6 Fact or Fallacy, Assoc
4.7 Gene Action, EBF
4.8 Laws of Heredity, EBF
4.9 Genetics: Improving Plants and Animals, Coronet
4.10 Genetics: Mendel's Laws, Coronet
4.11 Heredity and Environment, Coronet
4.12 How Living Things Change, Coronet
4.13 Cell Biology: Mitosis and DNA, Coronet
4.14 Adaptation in Animals, McG
4.15 Mechanism of Inheritance, McG (for advanced students; a series on
4.16 Heredity and Prenatal Development, McG
4.17 Heredity and Family Environment, McG
4.18 From Generation to Generation, McG
4.19 Natural Selection and Adaptation, McG
4.20 Development of Individual Differences, McG
4.22 Interrelationships for Survival, McG
4.23 Gene Structure and Gene Action, McG
4.24 Genetics of Race, McG
4.25 Radiation: Silent Servant of Mankind, UC
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4.27 It Runs in the Family, Assoc
4.28 Reproduction and Heredity, Assoc
4.29 Treasury of Human Genes, McG
4.30 Nature and Nurture, McG
4.31 Mutation, McG
4.32 Blood Groups, Skin Color and Gene Pools, McG
4.33 Science of Genetics, McG
4.34 Inheritance in Man, McG

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nment and Survival Series (Life in Relation to Environment, Life in the Forests, Life in
otropical Communities, Life on Grasslands and Prairies), SVE

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ism of Inheritance, McG (for advanced students; a series on genetics by McGraw-Hill)
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6.0 TODAY'S HEALTH

6.1 Steindler, E.M. "Nature's Built-In Clocks". November, 1965

11.0 NATIONAL FOUNDATION, 307 ORPHEUM BUILDING, FIFTH AND STEWART ST

11.1 Birth Defects-- The Tragedy and the Hope
11.2 Genes in Families and the Population (teacher reference)
11.3 Biochemical Genetics in Man (teacher reference)
11.4 Chemistry, Chromosomes and Congenital Anomalies
11.5 The Riddle of the Chromosomes
11.6 How To Make Your Own Take-Apart Model of DNA
11.7 Chromosome 21 and Its Association with Down's Syndrome
11.8 Congenital Malformations
11.9 Be Good To Your Baby Before It Is Born
11.10 Medical Genetics (teacher reference)

12.0 NORTHWEST COPY COMPANY, 4224 UNIVERSITY WAY, SEATTLE, WASHINGTO

12.1 Chromosome Abnormality in Mongolism, Competency III (Transparen
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MENTAL HEALTH

Overview

This unit is an integral part of all other units. More than th
and, therefore, is an excellent introductory unit.

Mental health should be approached, as far as possible, as a po
and not interpreted to mean mental illness. Teachers are not psychoanaly
be involved in diagnosis and treatment; the purpose of teaching mental he
and develop attitudes which help students deal with problems they encoun
problems from occurring.

Such problems as suicide, alcoholism, drug addiction, mental i
reckless driving and prejudice may be prevented if individuals begin ear
life to try to understand themselves. Self-understanding is the key whi
other understandings and which allows the individual to accept and have

Teachers realize that any contact with any child may contribut
to his mental health. In addition, good teachers will realize that they
concepts found in this unit.

It is the purpose of this unit to focus the student's attentio
relates to him as a becoming individual.

MENTAL HEALTH

Overview

t is an integral part of all other units. More than this, it is basic to the others an e[illegible]llent introductory unit.

ealth should be approached, as far as possible, as a positive factor of good health d to mean mental illness. Teachers are not psychoanalysts and, therefore, cannot gnosis and treatment; the purpose of teaching mental health is to give knowledge des which help students deal with problems they encounter or help them to prevent rring.

blems as suicide, alcoholism, drug addiction, mental illness, divorce, tension, nd prejudice may be prevented if individuals begin early and continue throughout erstand themselves. Self-understanding is the key which opens the doors to all gs and which allows the individual to accept and have concern for others.

s realize that any contact with any child may contribute positively or negatively lth. In addition, good teachers will realize that they already teach many of the this unit.

e purpose of this unit to focus the student's attention on mental health as it a becoming individual.

COMPETENCIES

Competency I: Students understand and accept themselves as far themselves.

Competency II: Students understand and accept others as individu

Competency III: Students understand the relationship of individua adjustment to a changing society.

Competency IV: Students understand the factors in our society wh mental disabilit[illegible] and illness and change these fa

Competency V: Students understand mental retardation, its causes ments.

COMPETENCIES

Students understand and accept themselves as far as it is possible to know themselves.

Students understand and accept others as individuals.

Students understand the relationship of individuals and society and attain a personal adjustment to a changing society.

Students understand the factors in our society which contribute to emotional and mental disability and illness and change these factors, as far as possible.

Students understand mental retardation, its causes, possible preventions and adjustments.

COMPETENCY I: Understand and accept themselves.

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Self involves physical, mental, emotional and spiritual components.	Discuss each of these components; draw your your physical self and save. (At the end o this and compare.) Identify basic emotional and social needs a of how some of these needs are met (love, se nition, acceptance). Role play emotional problems common to this illustrate through role playing appropriate priate expressions of these emotions (fear,
Individuality is a strange blend of self and society.	List factors that contribute to individualit Give examples of body changes; discuss norma versality of these occurrences; discuss rela body changes and emotions. Discuss the value of individuality; the diff maintaining it. Discuss the ability to enjoy solitude at ti (See Family Health Unit)

tand and accept themselves.

	SAMPLE LEARNING EXPERIENCES	***RESOURCES***
	Discuss each of these components; draw your perception of your physical self and save. (At the end of year, repeat this and compare.) Identify basic emotional and social needs and give examples of how some of these needs are met (love, security, recognition, acceptance). Role play emotional problems common to this age group; illustrate through role playing appropriate and inappropriate expressions of these emotions (fear, hate, love).	1.12 1.24 1.25 1.28 1.31 1.34 4.1 4.5 4.23 4.40 4.42 4.49 10.2 10.3 10.9 10.11 10.22
ge y.	List factors that contribute to individuality. Give examples of body changes; discuss normalcy and universality of these occurrences; discuss relationship of body changes and emotions. Discuss the value of individuality; the difficulty of maintaining it. Discuss the ability to enjoy solitude at times. (See Family Health Unit)	1.24 1.25 1.31 1.34 4.57 7.2 9.10 10.7 10.11 10.13 10.18 10.22

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Mental health means accepting oneself, accepting others and meeting the demands of life.	Discuss the relationship of self respect an Discuss problems individuals face; which are control and which are beyond it; discuss pri problem solving. Write a report on things you do well, also t would like to improve, etc.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Discuss the relationship of self respect and mental health. Discuss problems individuals face; which are within our control and which are beyond it; discuss principles of problem solving. Write a report on things you do well, also things you would like to improve, etc.	1.10 6.9 1.12 7.1 1.38 10.8 4.26 10.9 4.30 10.11 4.31 10.22 4.34 11.9 4.56 13.4

COMPETENCY II: Understand and accept others as individuals.

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
All individuals are the same in some respects and different in some respects.	Discuss similarities of individuals. Dramatize how it may feel to be different fro terms of race, nationality, beliefs, customs. ences these feelings? (See Heredity and Environment Unit)
There is value in individual difference and also value in group identification.	Write an essay on "When does right to differ rights of others?" Discuss peer-group influence: How does a gro its behavior and dress standards; how do you fads; how might an individual feel who has n can individual talent strengthen or weaken gr ships (family, peer group, or community)? Wh when there is a conflict between what you wan what the group wants to do?
Communication is essential in interrelationships of people.	Write skits on misunderstanding which result communication between one peer group and anot boys and girls, teen-agers and adults, interc groups. List factors which help or hinder communicati

erstand and accept others as individuals.

	SAMPLE LEARNING EXPERIENCES	RESOURCES	
he s and spects.	Discuss similarities of individuals. Dramatize how it may feel to be different from others in terms of race, nationality, beliefs, customs. What influences these feelings? (See Heredity and Environment Unit)	1.35 4.6 4.14 4.16 4.17	4.43 4.44 4.47 10.16 10.17
ivid- lso fica-	Write an essay on "When does right to differ infringe on rights of others?" Discuss peer-group influence: How does a group arrive at its behavior and dress standards; how do you evaluate fads; how might an individual feel who has no group; how can individual talent strengthen or weaken group relationships (family, peer group, or community)? What happens when there is a conflict between what you want to do and what the group wants to do?	1.23 1.24 1.25 1.27 1.29 4.39 4.42	10.2 10.16 10.17 10.18
ential s of	Write skits on misunderstanding which results from lack of communication between one peer group and another, between boys and girls, teen-agers and adults, intercultural groups. List factors which help or hinder communications.	1.27 1.28 1.29 4.35 10.16 10.17	10.18

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Mental health involves a reasonable balance between self-reliance and dependency on others.	Discuss difference between self-reliance in a frontie society and a modern complex society.

LEARNING EXPERIENCES	RESOURCES
s difference between self-reliance in a frontier ty and a modern complex society.	1.23 1.29 1.24 4.30 1.25 6.4 1.27 10.19

COMPETENCY III: Attain a personal adjustment to a changing society.

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Personality development is a continuing process.	Give examples of how new experiences change o ourselves, others and the world. (experience success, failure, change of environment, rea Develop list of qualities which are liked an others. Use buzz-group discussion for this. notice similarities in responses.
As individuals mature their roles and responsibilities change.	Develop a mural "Stages of Life" with approp to depict activities and responsibilities at periods of life.
Freedom of choice of behavior has the inherent responsibility for acceptance of consequences.	Develop posters showing various types of beha possible consequences of that behavior (cheat recklessly, driving without a license, smokin petting). Discuss defense mechanisms used t consequences. Describe a problem of lying, stealing, rudene sportsmanship. Buzz groups discuss the solut blem. Recorders report main points of discus (See Smoking and Health, Safety Education a Health Units)

Attain a personal adjustment to a changing society.

gh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
pment is ss.	Give examples of how new experiences change our views of ourselves, others and the world. (experiences such as success, failure, change of environment, reading) Develop list of qualities which are liked and disliked in others. Use buzz-group discussion for this. Compile and notice similarities in responses.	1.18 1.32 1.34 1.41 4.41 10.11 10.12
ure sponsi-	Develop a mural "Stages of Life" with appropriate pictures to depict activities and responsibilities at various periods of life.	1.1 4.25 1.31 10.7 1.33 10.20 1.34 10.21
of behav- nt accept- es.	Develop posters showing various types of behavior and possible consequences of that behavior (cheating, skiing recklessly, driving without a license, smoking, drinking, petting). Discuss defense mechanisms used to avoid the consequences. Describe a problem of lying, stealing, rudeness, poor sportsmanship. Buzz groups discuss the solution of problem. Recorders report main points of discussion. (See Smoking and Health, Safety Education and Family Health Units)	1.23 4.38 1.24 4.47 1.25 4.56 1.26 9.15 1.28 10.2 1.29 10.3 1.30 10.6 1.34 10.7 1.40 10.10 1.41 10.22 2.12 4.4 4.11 4.21 4.32 4.33

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Environment molds our personality.	Divide into groups. Have each group develop m how the following influence behavior: various lack of strict or "normal" amount of disciplin education.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Divide into groups. Have each group develop murals on how the following influence behavior: various faiths, lack of strict or "normal" amount of discipline, goals, education.	

COMPETENCY IV: Understand factors which contribute to emotional and men

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Problems and frustrations are universal and yet individual.	Invite social worker, psychologist or psychia cuss and explain possible causes of problems tions.
Help is available for problems.	Discuss how an individual may recognize that Invite school counselor to discuss help avai guidance department. Designate a committee of students to work wi to prepare a list of books available in the how to understand and solve problems. Have a committee sample students to find out use guidance department in school and if not,
Misconceptions in regard to mental illness are barriers to realistic attitudes of prevention and treatment.	Develop oral reports on epilepsy, cerebral pa muteness so that the fallacy that there is a tionship between these problems and mental an maladjustments may be dispelled. Give oral reports on Grecian, Egyptian, Colon attitudes toward mental illness. (See Disease and Anatomy and Physiology Uni

stand factors which contribute to emotional and mental illness.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ns	Invite social worker, psychologist or psychiatrist to discuss and explain possible causes of problems and frustrations.	1.23 10.1 1.32 10.5 1.34 11.18 4.15
ro-	Discuss how an individual may recognize that he needs help.	1.24 1.25 1.26 1.28 1.30 1.32 1.34 11.13 11.19
	Invite school counselor to discuss help available from the guidance department.	
	Designate a committee of students to work with librarian to prepare a list of books available in the library on how to understand and solve problems.	
	Have a committee sample students to find out whether they use guidance department in school and if not, why not.	
d	Develop oral reports on epilepsy, cerebral palsy, deafness, muteness so that the fallacy that there is a direct relationship between these problems and mental and emotional maladjustments may be dispelled.	2.6 4.2 11.6 11.8
	Give oral reports on Grecian, Egyptian, Colonial, etc. attitudes toward mental illness.	
	(See Disease and Anatomy and Physiology Units)	

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Suicide is a problem in our society.	Read current articles on the problem of suicide and short summary of articles read. Class discuss the information gained from the reading.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Read current articles on the problem of suicide and write a short summary of articles read. Class discuss the information gained from the reading.	2.8 4.3 6.3 11.4

COMPETENCY V: Understand mental retardation.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Emotional needs of individuals are not related to their levels of intellectual abilities.	Discuss ways we behave to meet our social a needs. Organize field trip to a state school for t retarded. Discuss how the emotional needs children are met.
A wide range of intellectual ability exists in the human population.	Invite counselor to discuss "ability groupi (purposes, advantages, problems). Discuss research which shows that changes i result from environmental conditions. (See Heredity and Environment Unit)

Understand mental retardation.

h)	SAMPLE LEARNING EXPERIENCES	RESOURCES
indi- ated to tellec-	Discuss ways we behave to meet our social and emotional needs. Organize field trip to a state school for the mentally retarded. Discuss how the emotional needs of these children are met.	1.12 1.34
tellec- in the	Invite counselor to discuss "ability grouping" programs (purposes, advantages, problems). Discuss research which shows that changes in I.Q. may result from environmental conditions. (See Heredity and Environment Unit)	1.1 10.15

COMPETENCY I: Understand and accept themselves.

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Personality is the total "You."	Discuss inaccuracy of such a statement as personality." Committees investigate influence of hered health, education, etc. on personality. (See Heredity and Environment Unit)
Immediate and far reaching goals need to be realistic.	Write a short essay on "What I am to be I Ask qualified person to talk on interpret ardized tests, vocational tests, aptitude Investigate studies or read articles deal ties needed for success in a job or caree Discuss how the qualities needed for succ developed (especially in light of the rap economic picture). (See Health Career Unit)

nd and accept themselves.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Discuss inaccuracy of such a statement as "She has no personality." Committees investigate influence of heredity, environment, health, education, etc. on personality. (See Heredity and Environment Unit)	1.4 1.8 1.12 1.22 1.34 4.9 4.16 10.6 10.7
.	Write a short essay on "What I am to be I am becoming." Ask qualified person to talk on interpretation of standardized tests, vocational tests, aptitude tests. Investigate studies or read articles dealing with qualities needed for success in a job or career. Discuss how the qualities needed for success might be developed (especially in light of the rapidly changing economic picture). (See Health Career Unit)	1.13 1.17 1.24 1.26 9.5 10.6 10.7 10.8 10.14 10.19 13.3

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Personal values develop out of family influence and other experiences of life.	Think about what you really value. Project how present behavior pattern values will affect future goals. (p ing job, cheating, pre-marital pregn Discuss: "Does changing one's mind rity?"; "Does having the courage of mean you are stubborn?"; "Everybody shouldn't I?" (See Family Health Unit)

gh)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
velop out e and other e.	Think about what you really value. Project how present behavior patterns resulting from these values will affect future goals. (persistance in completing job, cheating, pre-marital pregnancy) Discuss: "Does changing one's mind mean sacrificing integrity?"; "Does having the courage of one's convictions mean you are stubborn?"; "Everybody else does, why shouldn't I?" (See Family Health Unit)	1.7 10.2 1.10 10.3 1.18 10.5 1.22 10.7 1.27 10.10 1.28 10.18 4.29 10.19 4.50 13.3 4.54

Understand and accept others.

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
You can affect other people's mental health.	Establish criteria for criticism: when s how can it be given so it will be construc you know you are objective?
A mentally healthy person accepts the differences in others.	Discuss "What is prejudice?" Describe th and effect of prejudice. Investigate other cultures through readin ing foreign students; develop a list of v to other cultures; compare to ours. Without identifying why, read from a book of a value system which differs from the accepted patterns. Have students discuss the book. Then start a discussion on whet really accepted the individual even thoug accept the individual's values. Have the class do a historical study of so values. (owning home, being a productive society)

and accept others.

SAMPLE LEARNING EXPERIENCES	**RESOURCES**
Establish criteria for criticism: when should it be given; how can it be given so it will be constructive; how will you know you are objective? Discuss "What is prejudice?" Describe the development and effect of prejudice. Investigate other cultures through reading and interviewing foreign students; develop a list of values which belong to other cultures; compare to ours. Without identifying why, read from a book a description of a value system which differs from the more generally accepted patterns. Have students discuss the character in the book. Then start a discussion on whether students really accepted the individual even though they could not accept the individual's values. Have the class do a historical study of some modern day values. (owning home, being a productive member of society)	1.11 1.12 1.14 1.15 1.16 1.18 1.19 1.20 1.21 1.22 4.10 4.12 4.13 4.14 4.17 4.37 4.48 4.51 4.53 9.11 9.12 9.13 10.16

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
The emotional climate of home, school, community and world influences the mental health of individuals.	Itemize the basic needs of children. Give spe examples of ways parents might meet the needs Discuss the use of "going off to war" as a reas ticipating in pre-marital experiences. Discuss the pros and cons of mothers working. Investigate studies of "wire mothers" for rais monkeys. Investigate the effect of cultural deprivation uals.

SAMPLE LEARNING EXPERIENCES	RESOURCES	
Itemize the basic needs of children. Give specific examples of ways parents might meet the needs of children. Discuss the use of "going off to war" as a reason for participating in pre-marital experiences. Discuss the pros and cons of mothers working. Investigate studies of "wire mothers" for raising baby monkeys. Investigate the effect of cultural deprivation on individuals.	1.12 1.22 1.39 2.9 2.11 2.12 4.7 4.8 9.7 9.11 9.12 9.13 4.22	4.24 10.4 10.12 11.14

COMPETENCY III: Attain a personal adjustment to a changing society.

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Our perceptual field is formed in the culture in which we are raised.	Analyze "normalcy." How is it determined; wha range; how does the idea of normalcy affect pe Describe your concept of the role of a child, woman in our society; compare this to the conce another culture. Buzz groups report on "What is Reality?" Discuss how the concept of one's self affects Discuss how we can maintain, improve and transm culture. (See Family Health Unit)
Life cannot be lived without some conflict.	Analyze the "anatomy" of conflict. Show how defense mechanisms provide the abilit around those problems we can't solve.
A changing society necessitates adjustments.	Discuss the effect of automation, depersonaliza isolation on one's concept of usefulness. Discuss possible effect on self of going away marrying outside of community, going into the

a personal adjustment to a changing society.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Analyze "normalcy." How is it determined; what is its range; how does the idea of normalcy affect people? Describe your concept of the role of a child, man or woman in our society; compare this to the concept of another culture. Buzz groups report on "What is Reality?" Discuss how the concept of one's self affects one's life. Discuss how we can maintain, improve and transmit our culture. (See Family Health Unit)	1.12 4.9 4.16 4.18 6.7
hout	Analyze the "anatomy" of conflict. Show how defense mechanisms provide the ability to "go around" those problems we can't solve.	1.8 1.38 1.12 4.4 1.23 4.15 1.26 4.26 10.7
-	Discuss the effect of automation, depersonalization and isolation on one's concept of usefulness. Discuss possible effect on self of going away to school, marrying outside of community, going into the service, etc.	1.23 4.46 6.8 13.2

COMPETENCY IV: Understand factors which contribute to emotional an

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Mental illness, like physical illness, has various causes, degrees of severity and methods of treatment.	Investigate and report on the possible illness, types (as now classified) of of treatment (drug therapy, psychother clinics, open-door mental institutions
Part of the problem of treatment is archaic attitudes concerning mental illness.	Develop a display on the historical im institutions. Survey community and state on sources emotionally disabled and mentally ill people who help, places to go for help help). (See Disease and Community Health Un
Physical illness can be a manifestation of emotional problems.	Distinguish between symptoms felt by a psychosomatic symptoms. Compare as to and treatment. Chart number and types of ailments tha that may have emotional causes.

stand factors which contribute to emotional and mental illness.

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
ysical uses,	Investigate and report on the possible causes of mental illness, types (as now classified) of mental illness and of treatment (drug therapy, psychotherapy, day and night clinics, open-door mental institutions, etc.).	1.1 6.1 1.4 9.4 1.6 9.6 1.39 9.7 2.6 9.9 2.7 9.14 4.27 11.16 4.28 11.17 4.36 13.4
treat- es ss.	Develop a display on the historical improvement in mental institutions. Survey community and state on sources of help for the emotionally disabled and mentally ill (sources include people who help, places to go for help, books to read for help). (See Disease and Community Health Units)	1.1 7.2 1.5 8.1 1.7 9.5 1.9 9.8 2.2 9.9 2.6 11.7 4.2 11.17 4.19 4.58
a nal	Distinguish between symptoms felt by a hypochondriac and psychosomatic symptoms. Compare as to causes, diagnosis and treatment. Chart number and types of ailments that physicians see that may have emotional causes.	4.20 4.52 13.1 13.2

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Mental illness may occur in anyone regardless of age, sex or position.	Examine statistics on mental illness a trained personnel needed to help with cuss problems which this seems to indi sible solutions. Discuss the statement: "You can affec negatively another person's mental hea Develop a booklet with slogans and car Mental Health Habits."

SAMPLE LEARNING EXPERIENCES	RESOURCES
Examine statistics on mental illness and the number of trained personnel needed to help with this problem. Discuss problems which this seems to indicate; discuss possible solutions. Discuss the statement: "You can affect positively and negatively another person's mental health." Develop a booklet with slogans and cartoons called "Good Mental Health Habits."	1.6 2.7 4.55 6.5 6.6 9.3 9.4 10.19 11.8 11.17 13.5

COMPETENCY V: Understand mental retardation.

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
There is a differentiation between mental retardation (mental deficiency) and mental illness.	Discuss the determination of abili and the influences which develop t List possible causes of mental def (See Heredity and Environment Un
Continued research is important to find causes, prevention and successful treatment of the problems of retardation and deficiency.	Select one of the following areas Educational potential of the men The place of the mental retardat Current research related to prev deficiency through adequate pre natal care Community programs for the preve ment of mental retardation Detection techniques and treatme child, the mongloid and the hyd Preschool programs in deprived s (Head Start programs) Prenatal education and clinics Relationship of heredity, diseas drugs to mental retardation and
Environmental deprivation and neglect result in a loss of human potential which is our most valuable resource.	Investigate causes of environmenta in which this can be prevented (i. nutrition, etc.).

Understand mental retardation.

gh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
ntiation ardation) and	Discuss the determination of ability and achievement scores and the influences which develop these scores. List possible causes of mental deficiency and retardation. (See Heredity and Environment Unit)	1.3 1.37 2.1 6.10 10.15 11.1
is impor- s, pre- sful roblems of ficiency.	Select one of the following areas and write a paper: Educational potential of the mental retardate The place of the mental retardate in our society Current research related to prevention of mental deficiency through adequate prenatal and postnatal care Community programs for the prevention and treatment of mental retardation Detection techniques and treatment for the P.K.U. child, the mongloid and the hydrocephalic child Preschool programs in deprived socioeconomic areas (Head Start programs) Prenatal education and clinics Relationship of heredity, disease, accidents and drugs to mental retardation and deficiency	1.3 2.3 2.4 2.5 2.10 6.2 6.7 9.1 11.1 11.2 11.3 11.5
ivation in a loss which is resource.	Investigate causes of environmental deprivation and ways in which this can be prevented (i.e. love, stimulation, nutrition, etc.).	1.2 2.9 2.11 11.1

MENTAL HEALTH RESOURCES

(Preview all films; review all m

1.0 BOOKS (Write National Association for Mental Health, 10 Col
for "Recommended Books for a Mental Health Library.")

1.1 Wilson, John Rowan. THE MIND. Time, 1964 (Life-Science Li
1.2 Roucek, Joseph S. THE UNUSUAL CHILD. New York: Philosophi
1.3 Rothstein, Jerome H. MENTAL RETARDATION. Holt, Rinehart a
1.4 Menninger, Karl. THE HUMAN MIND. Knopf, 1955
1.5 Beers, Clifford. THE MIND THAT FOUND ITSELF. Doubleday, 1
1.6 Gordon, Mike. EVERY OTHER BED. World, 1957
1.7 Katz, B. and Thorpe, L. UNDERSTANDING PEOPLE IN DISTRESS.
1.8 Menninger, Karl. MAN AGAINST HIMSELF. Harcourt, 1938 (pap
1.9 Ward, Mary Jane. SNAKE PIT. New American Library (paperba
1.10 Sorenson, Herbert and Malm, Marquerite. PSYCHOLOGY FOR LIV
1.11 Force, Elizabeth. YOUR FAMILY--TODAY AND TOMORROW. Harcou
1.12 Preston, George H. THE SUBSTANCE OF MENTAL HEALTH. Holt,
1.13 Crawford, John E. and Woodward, Luther E. BETTER WAYS OF G
FOR YOUTH. Muhlenberg Press, 1948
1.14 Crow, Alice and Crow, Lester D. LEARNING TO LIVE WITH OTHE
1.15 Flesch, Rudolf. THE ART OF CLEAR THINKING. Harper, 1951
1.16 Chase, Stuart. GUIDES TO STRAIGHT THINKING: WITH 13 COMMON
1.17 Roosevelt, Eleanor. YOU LEARN BY LIVING. Harper, 1960
1.18 Crawford, John and Crawford, Dorathea. MILESTONE FOR MODER
1.19 Gregor, Arthur S. TIME OUT FOR YOUTH. Macmillan, 1965
1.20 Baruch, Dorothy W. GLASS HOUSE OF PREJUDICE. Morrow, 1946
1.21 Powdermake, Hortense. PROBING OUR PREJUDICES: A UNIT FOR H
1.22 Strecker, Edward A. and Appel, Kenneth E. DISCOVERING OURS
HOW IT WORKS. Macmillan, 1956
1.23 Crawford, John and Crawford, Dorathea. TEENS...HOW TO MEET
1.24 Fedder, Ruth. A GIRL GROWS UP. McGraw, 1957
1.25 Fedder, Ruth. YOU, THE PERSON YOU WANT TO BE. McGraw, 195
1.26 McKnown, Harry C. A BOY GROWS UP. McGraw, 1949
1.27 Menninger, William C. BLUEPRINT FOR TEEN-AGE LIVING. Ster
1.28 Menninger, William C. HOW TO BE A SUCCESSFUL TEEN-AGER. S
1.29 Shacter, Helen and Bauer, W. W. YOU AND OTHERS. Scott, 19
1.30 Strain, Frances Bruce. BUT YOU DON'T UNDERSTAND. Appleton
1.31 Strain, Frances Bruce. TEEN DAYS: A BOOK FOR BOYS AND GIRL

MENTAL HEALTH RESOURCES

(Preview all films; review all materials)

ional Association for Mental Health, 10 Columbus Circle, New York, New York 10019,
mended Books for a Mental Health Library.")

van. THE MIND. Time, 1964 (Life-Science Library)
. THE UNUSUAL CHILD. New York: Philosophical Library, 1962
e H. MENTAL RETARDATION. Holt, Rinehart and Winston, 1961
THE HUMAN MIND. Knopf, 1955
THE MIND THAT FOUND ITSELF. Doubleday, 1953
VERY OTHER BED. World, 1957
rpe, L. UNDERSTANDING PEOPLE IN DISTRESS. Ronald, 1955
MAN AGAINST HIMSELF. Harcourt, 1938 (paperback, 1956)
. SNAKE PIT. New American Library (paperback)
t and Malm, Marquerite. PSYCHOLOGY FOR LIVING. McGraw-Hill, 1957
. YOUR FAMILY--TODAY AND TOMORROW. Harcourt, 1955
H. THE SUBSTANCE OF MENTAL HEALTH. Holt, 1940
. and Woodward, Luther E. BETTER WAYS OF GROWING UP: PSYCHOLOGY AND MENTAL HYGIENE
enberg Press, 1948
Crow, Lester D. LEARNING TO LIVE WITH OTHERS: A HIGH SCHOOL PSYCHOLOGY. Heath, 1944
THE ART OF CLEAR THINKING. Harper, 1951
GUIDES TO STRAIGHT THINKING: WITH 13 COMMON FALLACIES. Harper, 1956
nor. YOU LEARN BY LIVING. Harper, 1960
and Crawford, Dorathea. MILESTONE FOR MODERN TEENS. Whiteside, 1954
S. TIME OUT FOR YOUTH. Macmillan, 1965
W. GLASS HOUSE OF PREJUDICE. Morrow, 1946
tense. PROBING OUR PREJUDICES: A UNIT FOR HIGH SCHOOL STUDENTS. Harper, 1944
d A. and Appel, Kenneth E. DISCOVERING OURSELVES: A VIEW OF THE HUMAN MIND AND
Macmillan, 1956
and Crawford, Dorathea. TEENS...HOW TO MEET YOUR PROBLEMS. Whiteside, 1951
A GIRL GROWS UP. McGraw, 1957
YOU, THE PERSON YOU WANT TO BE. McGraw, 1957
C. A BOY GROWS UP. McGraw, 1949
iam C. BLUEPRINT FOR TEEN-AGE LIVING. Sterling, 1958
iam C. HOW TO BE A SUCCESSFUL TEEN-AGER. Sterling, 1954
and Bauer, W. W. YOU AND OTHERS. Scott, 1954
s Bruce. BUT YOU DON'T UNDERSTAND. Appleton, 1952
s Bruce. TEEN DAYS: A BOOK FOR BOYS AND GIRLS. Appleton, 1946

1.32 Bailard, Virginia and Strang, Ruth. WAYS TO IMPROVE YOUR PERSONALITY. McGraw, 1951
1.33 Fosdick, Harry Emerson. ON BEING A REAL PERSON. Harper, 1943 (paperback, 1951)
1.34 Shacter, Helen. HOW PERSONALITIES GROW. McKnight, 1949
1.35 Smaridge, Noah. LOOKING AT YOU. Abington Press, 1962
1.37 Buck, Pearl. THE CHILD WHO NEVER GREW. Day, 1950
1.38 Callwood, June. LOVE, HATE, FEAR, AND OTHER EMOTIONS. Doubleday, 1964
1.39 Grant, Vernon W. THIS IS MENTAL ILLNESS. Beacon, 1963
1.40 Bauer, W. W. MOVING INTO MANHOOD. Doubleday, 1963
1.41 Lewellen, John. YOU AND YOUR AMAZING MIND. Children's Press, 1952

2.0 PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON, D. C. 20201

2.1 Mental Retardation, Its Biological Factors
2.2 The National Mental Health Program
2.3 Research Profile #5 (Summary of Progress in Mental Retardation)
2.6 Mental Illness and Its Treatment, Past and Present
2.7 What Is Mental Illness
2.8 Some Facts About Suicide
2.10 Mongolism

CHILDREN'S BUREAU, UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON, D. C. 20201

2.9 A Healthy Personality for Your Child
2.4 The Mentally Retarded Child At Home
2.5 The Child Who Is Mentally Retarded
2.11 The Abused Child
2.12 Sociological Theories and Their Implications for Juvenile Delinquency

4.0 FILMS (Write National Association for Mental Health, 1211 Polk Street, San Francisco, California 94109 for a "Catalog of Selected Films for Mental Health Education.")

4.1 Angry Boy, WSH
4.2 Bitter Welcome, WSH
4.3 Cry for Help, WSH
4.4 Facing Reality, WSH
4.5 Understanding Your Emotions, Coronet
4.6 Thursday's Child, WSH

4.7 Preface To A Life, WSH
4.8 Roots of Happiness, WSH
4.9 Shyness, WSH
4.10 Eye of Beholder, WSH
4.11 Beginnings of Conscience, McG
4.12 High Wall, McG
4.13 Willie Catches On, McG
4.14 Common Fallacies About Group Differences, McG
4.15 Conflict, McG
4.16 Development of Individual Differences, McG
4.17 Everybody's Prejudices, McG
4.18 Perception, McG
4.19 Out-of-Darkness, McG
4.20 Stress, McG
4.21 Borderline, McG
4.22 Meeting Emotional Needs of Childhood, WSH
4.23 Emotional Maturity, McG
4.24 Children's Emotions, McG
4.25 Your Junior High Days, McG
4.26 Toward Emotional Maturity, McG
4.27 Emotional Health, McG
4.28 Breakdown, McG
4.29 Making Life's Adjustments, McG
4.30 How To Succeed In School, McG
4.31 How To Take A Test, McG
4.32 The Bully, McG
4.33 Cheating, McG
4.34 The Good Loser, McG
4.35 The Gossip, McG
4.36 Dependency, McG
4.37 The Other Fellow's Feelings, McG
4.38 Other People's Property, McG
4.39 Outsider, McG
4.40 The Show-Off, McG
4.41 The Snob, McG
4.42 The Troublemaker, McG
4.43 Understanding Others, McG
4.44 What About Prejudice, McG
4.46 Individual in the Modern World, Assoc
4.47 Heredity and Family Environment, McG
4.48 Islam, McG
4.49 Age of Turmoil, McG

4.50 The Test, McG
4.51 A Day In The Life of Jonathan Mole, McG
4.52 You Are Not Alone, Assoc
4.53 It Takes All Kinds, McG
4.54 The Honest Truth, McG
4.55 Mental Health, EBF
4.56 Making A Decision, McG
4.57 Being Different, McG
4.58 The Key, MH

6.0 CHEMICAL AND ENGINEERING NEWS

6.1 Mental Disease--Chemists Seek Its Causes. October 1, 1962 and Oct

SATURDAY EVENING POST

6.2 Brecher, Ruth and Brecher, Edward. "Saving Children From Mental

TODAY'S HEALTH

6.3 Friedman, Paul. "A Psychiatrist Examines Suicide." December, 196
6.4 Stevenson, G. and Milt, H. "Curb That Superman Urge." August, 19
6.5 Gibson, John. "What Makes You Happy?" June, 1960
6.6 Gibson, John. "What Makes You Mad?" April, 1960
6.7 Remsberg, Charles and Bonnie. "Plastic Surgery Goes to Prison."
6.8 "Malady of Our Times--Alienation." September, 1966
6.9 Remsberg, Charles and Bonnie. "Plastic Surgery Goes to Prison."
6.10 "Your Child's I.Q." October, 1963

7.0 NATIONAL RESEARCH BUREAU, EMPLOYEE RELATIONS BUREAU, 221 NORTH LAS

7.1 Seven Keys to a Happy Life

LOUISIANA ASSOCIATION FOR MENTAL HEALTH, 1528 JACKSON AVENUE, NEW

7.2 Milestones to Maturity

cG
e Life of Jonathan Mole, McG
Alone, Assoc
l Kinds, McG
Truth, McG
th, EBF
cision, McG
rent, McG

D ENGINEERING NEWS

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ENING POST

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G. and Milt, H. "Curb That Superman Urge." August, 1960
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Our Times--Alienation." September, 1966
harles and Bonnie. "Plastic Surgery Goes to Prison." April, 1966
's I.Q." October, 1963

SEARCH BUREAU, EMPLOYEE RELATIONS BUREAU, 221 NORTH LASALLE STREET, CHICAGO, ILLINOIS

to a Happy Life

SSOCIATION FOR MENTAL HEALTH, 1528 JACKSON AVENUE, NEW ORLEANS 13, LOUISIANA

to Maturity

8.0 WASHINGTON STATE DEPARTMENT OF INSTITUTIONS, INSTITUTIONS BUILDING,

8.1 Perspective (quarterly publication of the Department of Institution

9.0 PUBLIC AFFAIRS COMMITTEE, INC., 381 PARK AVENUE SOUTH, NEW YORK, NE

9.1 How the Retarded Child Can Be Helped
9.3 Jobs and Futures in Mental Health Work
9.4 When Mental Illness Strikes Your Family
9.5 Psychologists in Action
9.6 Psychotherapy-- A Helping Process
9.7 Serious Mental Illness in Children
9.8 Mental Health-- Everybody's Business
9.9 Your Community and Mental Health
9.10 Coming of Age
9.11 Your Child's Emotional Health
9.12 Mental Health Is A Family Affair
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9.14 New Medicines for the Mind-- Their Meaning and Promise
9.15 The Delinquent and the Law

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10.4 One Parent Family
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10.6 Finding Out About Ourselves
10.7 Understanding Yourself
10.8 You and Your Abilities
10.9 What Are You Afraid Of
10.10 Ethics For Everyday Living
10.11 How To Increase Your Self-Confidence
10.12 How Children Grow and Develop
10.13 Exploring Your Personality
10.14 Your Personality and Your Job
10.15 Mental Abilities of Children
10.16 Getting Along With Others

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10.17 How To Get Along With Others
10.18 Building Your Own Philosophy
10.19 Self-Understanding
10.20 High School Ahead
10.21 Getting Along in School
10.22 All About You

11.0 WASHINGTON ASSOCIATION FOR RETARDED CHILDREN, SUITE 7, SENATE ARMS B

11.1 The Mentally Retarded-- Their New Hope

NATIONAL FOUNDATION, 307 ORPHEUM BUILDING, FIFTH AND STEWART STREET,

11.2 Chromosome 21 and Its Association With Down's Syndrome
11.3 Advice to the Mother To Be
11.5 Be Good To Your Baby Before It Is Born

11.4 CRISIS CLINIC, 1317 MARION STREET, SEATTLE, WASHINGTON 98104

EPILEPSY ASSOCIATION OF SEATTLE, P. O. BOX 1284, SEATTLE, WASHINGTON

11.6 Epilepsy-- Its Causes, Effects, and Treatment

WASHINGTON STATE MENTAL HEALTH ASSOCIATION, 618 ARTIC BUILDING, 704
WASHINGTON 98104

11.7 The Organization and Function of the Community Psychiatric Clinic
11.8 Facts About Mental Illness
11.9 Mental Health Is 1-2-3
11.13 How To Deal With Your Tensions
11.14 What Every Child Needs
11.16 Some Things You Should Know About Mental and Emotional Illness
11.17 How To Deal With Mental Problems

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Causes, Effects, and Treatment

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DIRECTOR, HEALTH EDUCATION, ANTI-TUBERCULOSIS LEAGUE OF KI
SEATTLE 98101

11.18 Growing Pains
11.19 Your Teen-Age Years

13.0 METROPOLITAN LIFE INSURANCE, HEALTH AND WELFARE DIVISION,
CALIFORNIA 94120

13.1 Emotions and Physical Health
13.2 Stress-- And What It Means To You (also from Anti-Tubercul
13.3 The Value of Maturity

JOHN HANCOCK MUTUAL LIFE INSURANCE, HEALTH EDUCATION SERVI
MASSACHUSETTS

13.4 The Mind In Sickness and In Health

CONNECTICUT MUTUAL LIFE INSURANCE COMPANY, HARTFORD, CONNE

13.5 The Worry-Go-Round

ALTH EDUCATION, ANTI-TUBERCULOSIS LEAGUE OF KING COUNTY, 5118 ARCADE BUILDING,
01

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e Years

LIFE INSURANCE, HEALTH AND WELFARE DIVISION, 600 STOCKTON STREET, SAN FRANCISCO,
94120

Physical Health
What It Means To You (also from Anti-Tuberculosis League of King County)
Maturity

MUTUAL LIFE INSURANCE, HEALTH EDUCATION SERVICE, 200 BERKELEY STREET, BOSTON,
S

Sickness and In Health

MUTUAL LIFE INSURANCE COMPANY, HARTFORD, CONNECTICUT

-Round

N U T R I T I O N

Overview

As a nation we eat well; as individuals we may not. Two things may a
unsolved mysteries of nutrition and the inadequate teaching of what is already
The challenge of nutrition education is to break the traditional boredom of mem
deficiency diseases and instead move into exploration of psychological, sociolo
implications of eating patterns. Eating is essential for life; a variety of fo
tion; there must be a balance of calorie intake and output, etc. These are the
rather than the name and process of each digestive enzyme.

Rat feeding demonstrations need to be scheduled so that all students
these, but care should be taken to avoid having this demonstration too often in

Boys need nutrition education as much as girls. Working mothers, par
hold responsibilities, career possibilities in areas related to foods and paren
childrens' eating habits all necessitate nutrition education for boys.

Nutrition is easily integrated and correlated with the total school p
gram is a natural laboratory for nutrition work. Social studies may consider
of food supply and world peace. Home economics classes will cover much of this

NUTRITION

Overview

eat well; as individuals we may not. Two things may account for this: the
rition and the inadequate teaching of what is already known about nutrition.
n education is to break the traditional boredom of memorizing nutrients and
nstead move into exploration of psychological, sociological, and physiological
tterns. Eating is essential for life; a variety of food assures good nutri-
ance of calorie intake and output, etc. These are the overall ideas needed
process of each digestive enzyme.
nonstrations need to be scheduled so that all students at some time learn from
e taken to avoid having this demonstration too often in one school.
ition education as much as girls. Working mothers, parents now sharing house-
areer possibilities in areas related to foods and parental influence on
all necessitate nutrition education for boys.
asily integrated and correlated with the total school program. The lunch pro-
tory for nutrition work. Social studies may consider the interrelationships
peace. Home economics classes will cover much of this material. Within

health education, the Family Health Unit can include pregnancy and eati
on food likes and dislikes and parents' responsibility for the health o
course includes eating adequately; Mental Health may incorporate such t
tions of the family.

Good nutrition is a lot of common sense. Help in determining
is nonsense is available from the Home Economics Departments of the uni
Extension Service, Institute of Agricultural Science, Washington State
Division of the Washington State Health Department or the Home and Fami
Vocational Education, State Office of Public Instruction.

(See general resources, elementary: 1.1, 1.3, 1.7, 5.1, 7.4,
secondary: 1.17.)

th Unit can include pregnancy and eating habits, parental influence
rents' responsibility for the health of their children which of
; Mental Health may incorporate such things as pride in food tradi-

of common sense. Help in determining what is accurate and what
Home Economics Departments of the universities and colleges; the
Agricultural Science, Washington State University; the Nutrition
Health Department or the Home and Family Education, Division of
ce of Public Instruction.
, elementary: 1.1, 1.3, 1.7, 5.1, 7.4, 7.21, 8.1, 8.2, and 8.3;

COMPETENCIES

Competency I: Students know the relationship of food, growth, and health.

Competency II: Students enjoy a variety of food.

Competency III: Students critically evaluate food selection.

COMPETENCY I: Know relationship of food, growth, and health.

CONCEPTS (Junior High)	*SAMPLE LEARNING EXPERIENCES*
Body processes need all known nutrients.	Review definition of nutrient and dif nutrient and a food. Review cell. C skits, slides, demonstrations, guest Peace Corps workers) the need of a ba Keep a record of all food eaten for a daily nutritional needs chart; see wh and why. Discuss how diet can be imp List factors to consider when feedin when you babysit. Committee report on how to have good clude problem of acne. Group member tologist, read articles, interview in complexions, etc.) Host or hostess tables in the element Notice Type A servings for children. builds and the activity of elementary the amounts of food eaten to size and Divide class into "nutrient groups"; of nutrient, functions, sources. In aids (actual examples) or do experime necessary to memorize nutrient-functi Culminate with bulletin board "Food Be (See Anatomy and Physiology Unit)

relationship of food, growth, and health.

SAMPLE LEARNING EXPERIENCES	RESOURCES	
Review definition of nutrient and difference between a nutrient and a food. Review cell. Committee show through skits, slides, demonstrations, guest speakers (dietitian, Peace Corps workers) the need of a balanced diet. Keep a record of all food eaten for a week. Check with daily nutritional needs chart; see which nutrients are low and why. Discuss how diet can be improved. List factors to consider when feeding a child for a day when you babysit. Committee report on how to have good complexions. (Include problem of acne. Group members interview dermatologist, read articles, interview individuals with good complexions, etc.) Host or hostess tables in the elementary lunchroom. Notice Type A servings for children. Study the different builds and the activity of elementary children and compare the amounts of food eaten to size and activity. Divide class into "nutrient groups"; report on discovery of nutrient, functions, sources. In report use visual aids (actual examples) or do experiments. (It is not necessary to memorize nutrient-function-source!) Culminate with bulletin board "Food Becomes You". (See Anatomy and Physiology Unit)	1.4 1.11 1.12 1.13 1.14 1.16 1.21 1.24 1.25 1.29 2.13 2.24 3.3 5.6 5.8 6.1 6.9 6.10 6.20 7.4 7.5 7.10 7.12 7.13 7.14 7.15 8.3	8.5 9.2 11.4 11.5 12.2

COMPETENCY II: Enjoy a variety of foods.

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Food is an integral part of cultural patterns.	Bring a list of traditional or regional your family when celebrating special occ sharing this information emphasize facto choices: climate, region, nationality, festivities, storage available, seasonin Discuss the possible origin of three mea Check the number of regional cookbooks a
Association, pleasant surroundings and good manners may affect our enjoyment of food.	Observe manners in school cafeteria. Di actions have become accepted as appropri have not. Write for school newspaper ob "candid camera" shots. Develop a skit involving a family meal s importance of such things as pleasant co good table manners, sharing preparation [illegible], etc.

: Enjoy a variety of foods.

High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
ral part of s.	Bring a list of traditional or regional foods eaten by your family when celebrating special occasions. When sharing this information emphasize factors influencing choices: climate, region, nationality, traditional festivities, storage available, seasonings, preparation. Discuss the possible origin of three meals a day. Check the number of regional cookbooks available.	6.7 6.8 6.18
easant l good ct our d.	Observe manners in school cafeteria. Discuss why certain actions have become accepted as appropriate while others have not. Write for school newspaper observations as "candid camera" shots. Develop a skit involving a family meal showing the importance of such things as pleasant conversation, good table manners, sharing preparation and cleaning up, etc.	1.21

COMPETENCY III: Critically evaluate food selection.

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Today's food selection has a long-range effect.	Study changes in nutritional habits from gr days. What caused these changes? Are they
	List factors which will influence your weig life. Select one or more for individual re height-weight charts, fashions, modeling, p activity, genetic factors, peer eating fads habits, psychological factors)
	Calculate individual's caloric needs and co caloric intake. (Calculate calorie count o regular Type A lunch. Compare to a super t Ask lunchroom supervisor for information.)
	List factors which influence likes and disl Determine which factors apply to your likes in food.
	Make mobiles of snacks with high caloric va caloric values. Which are high in nutrient
	Keep a record of what is eaten for 72 hours factors which influenced selection of these

: Critically evaluate food selection.

ligh)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
ection has ect.	Study changes in nutritional habits from grandparent's days. What caused these changes? Are they sound? List factors which will influence your weight throughout life. Select one or more for individual reports. (i.e., height-weight charts, fashions, modeling, physical activity, genetic factors, peer eating fads, eating habits, psychological factors) Calculate individual's caloric needs and compare to caloric intake. (Calculate calorie count of basic regular Type A lunch. Compare to a super type A lunch. Ask lunchroom supervisor for information.) List factors which influence likes and dislikes of food. Determine which factors apply to your likes and dislikes in food. Make mobiles of snacks with high caloric values-- low caloric values. Which are high in nutrient values? Keep a record of what is eaten for 72 hours; determine factors which influenced selection of these foods.	1.5 1.6 1.18 1.21 1.22 1.25 2.2 2.23 2.27 4.16 4.21 6.9 6.14 7.1 7.2 7.3 7.4 7.5 7.6 8.4 12.4 12.5

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
Processing, treating, storing and preparing foods may alter value of the food.	Select a prepared problem and develop repor of problem might be: (1) Chicken salad is left from lunch on a What would you do with it and why? (2) You can select pasteurized or raw milk would you select and why? (3) You have your choice of freezing or ca foods. Which would you do and why? (4) A friend tells you not to eat eggs or (Salmonella, trichinosis). Would you advice? (5) You read that most vitamins are lost i foods. Investigate the accuracy of su ment to evaluate need of vitamin suppl (6) A food supplement salesman wants your sign for an extended period to use his What should your family do and why? (7) Your community sells fruits that have Should you eat them? Investigate all of these problems by interv knowledgeable people, visiting food process talking to individuals at Better Business B ing, etc. Invite a representative from the health dep discuss foodborne diseases. Discuss the responsibility of students who lunch program.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Select a prepared problem and develop reports. Example of problem might be: (1) Chicken salad is left from lunch on a hot day. What would you do with it and why? (2) You can select pasteurized or raw milk. Which would you select and why? (3) You have your choice of freezing or canning specific foods. Which would you do and why? (4) A friend tells you not to eat eggs or pork. (Salmonella, trichinosis). Would you take her advice? (5) You read that most vitamins are lost in everyday foods. Investigate the accuracy of such a statement to evaluate need of vitamin supplements. (6) A food supplement salesman wants your family to sign for an extended period to use his product. What should your family do and why? (7) Your community sells fruits that have been sprayed. Should you eat them? Investigate all of these problems by interviewing knowledgeable people, visiting food processing plants, talking to individuals at Better Business Bureau, reading, etc. Invite a representative from the health department to discuss foodborne diseases. Discuss the responsibility of students who work in the lunch program.	1.2 1.9 1.12 1.19 1.23 1.28 1.30 2.24 3.1 4.3 4.7 4.20 5.5 5.8 5.9 6.11 6.15 6.19 6.24 6.25 7.9 8.1 8.2 8.8 8.9 8.10 9.1 12.2

CONCEPTS (Junior High)	***SAMPLE LEARNING EXPERIENCES***
	Investigate influence of space travel on metho processing and storing food. Investigate why the Food and Drug Laws were pa Investigate differences in foods taken on camp now and 50 years ago. (See Community Health and Consumer Health Un

igh)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
	Investigate influence of space travel on methods of processing and storing food. Investigate why the Food and Drug Laws were passed. Investigate differences in foods taken on camping trips now and 50 years ago. (See Community Health and Consumer Health Units)	

COMPETENCY I: Know relationships of food, growth, and health.

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Adequate nutrition aids physical, social, mental, and emotional well-being.	List guideposts that a mother might use to indicate she is feeding her family adequately: appearance o hair; energy; resistance to disease; mental alertne etc. Show relationship of other health habits to t guideposts. Investigate research concerning the relationship o nutrition to aging, diabetes, arthritis, and heart disease. Discuss the National School Lunch Legislation. Ho this program contribute to an adequate nutrition pr Develop criteria for a "good meal". Discuss what one needs to know to meet the nutriti (including caloric) needs of each member of the fa What factors change these needs. (age, activity, gies, etc.) Report on saturated fats and cholesterol; point ou opinions on their relationship to disease. (Check on products to see how many state poly-unsaturates With pictures, food models, or words, plan differe types of breakfasts and compare nutritional values Evaluate the Iowa Breakfast studies. Discuss "hidden hunger".

now relationships of food, growth, and health.

n)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***	
aids ental, being.	List guideposts that a mother might use to indicate that she is feeding her family adequately: appearance of skin, hair; energy; resistance to disease; mental alertness; etc. Show relationship of other health habits to these guideposts. Investigate research concerning the relationship of nutrition to aging, diabetes, arthritis, and heart disease. Discuss the National School Lunch Legislation. How does this program contribute to an adequate nutrition program? Develop criteria for a "good meal". Discuss what one needs to know to meet the nutritional (including caloric) needs of each member of the family. What factors change these needs. (age, activity, allergies, etc.) Report on saturated fats and cholesterol; point out opinions on their relationship to disease. (Check labels on products to see how many state poly-unsaturates.) With pictures, food models, or words, plan different types of breakfasts and compare nutritional values. Evaluate the Iowa Breakfast studies. Discuss "hidden hunger".	1.11 1.12 1.13 1.14 1.16 1.20 1.21 1.24 1.26 1.29 2.13 2.21 2.28 4.11 4.19 4.23 5.3 5.6 5.8 6.1 6.2 6.5 6.6 6.18 7.5 7.6 7.7 7.8 7.11	7.16 7.19 8.3 9.2 11.1 11.2 11.3 12.1 12.7 12.8 12.13

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
	Discuss influence of nutrition on embry ment, child growth; compare opinions on (See Family Health Unit)

SAMPLE LEARNING EXPERIENCES	RESOURCES
Discuss influence of nutrition on embryological development, child growth; compare opinions on breast feeding. (See Family Health Unit)	

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Many factors enter into our utilization of food.	Discuss each of the following as to how fere with food utilization: emotions, di tion, hemorrhoids, gallstones, hepatiti rebound", appendicitis, colitis, allergi ventions or corrections of the above pr (See Anatomy and Physiology Unit)
Nutritional problems may affect international relations.	Discuss which wars or political skirmis directly related to the food problem. habits and problems of other countries; Latin America or Africa and show relati nutrition to political and economic pro (See Community Health Unit)
Sociological, physiological and psychological factors influence weight.	Class collect information on all types starvation diets, mechanical means (vib (drugs), special foods, exercises, etc. and determine: a. cost b. scientific basis fo c. danger to health d. long term effect e. successfulness.

	SAMPLE LEARNING EXPERIENCES	***RESOURCES***
o our	Discuss each of the following as to how it might interfere with food utilization: emotions, diarrhea, constipation, hemorrhoids, gallstones, hepatitis, ulcers, "acid rebound", appendicitis, colitis, allergies. Discuss preventions or corrections of the above problems. (See Anatomy and Physiology Unit)	2.11 2.12 2.14 4.9 4.10
ay	Discuss which wars or political skirmishes have been directly related to the food problem. Study the food habits and problems of other countries; i.e., India, Latin America or Africa and show relationship of nutrition to political and economic problems. (See Community Health Unit)	1.15 4.13 4.17
gical ors	Class collect information on all types of reducing diets: starvation diets, mechanical means (vibrators), chemical (drugs), special foods, exercises, etc. Report on each and determine: a. cost b. scientific basis for claims c. danger to health d. long term effect e. successfulness	1.11 6.12 1.18 6.14 1.21 6.16 1.24 6.21 2.23 6.22 4.1 7.1 4.15 7.5 4.16 7.7 4.22 7.17 5.1 12.4 5.2 12.5 6.3

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
	Invite knowledgeable physician to dis weight problems (over and underweight) of remedying problems. (Ask him to d and eating, surgery to remove fat, et Make graphs showing the relationship diabetes, high blood pressure, etc. t

SAMPLE LEARNING EXPERIENCES	RESOURCES
Invite knowledgeable physician to discuss causes of weight problems (over and underweight) and safe ways of remedying problems. (Ask him to discuss emotions and eating, surgery to remove fat, etc.) Make graphs showing the relationship of heart disease, diabetes, high blood pressure, etc. to overweight.	

COMPETENCY II: Enjoy a variety of foods.

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Food is an international language.	Prepare a travel itinerary and have a co reading, travel literature, talking with list of the kinds of foods the students traveling. Plan, prepare and serve a meal that cont foreign country. (Plan with foreign lan lunchroom for international lunches.)
Factors in our environment influence our enjoyment of foods.	Evaluate the school lunchroom. What can improve good eating habits? Prepare a display of snacks; group by nu (including calories).
Modern methods of processing provide for a wider selection of foods.	Chart nutritional values of fresh, froze products; various types of meats (canned marinated). Investigate food additives: visit bakery chemicals used and why; read current art Discuss findings in class. Develop a historical mural on food proce preservation. (before refrigeration, us use of radiation)

njoy a variety of foods.

gh)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
tional	Prepare a travel itinerary and have a committee (through reading, travel literature, talking with people) make a list of the kinds of foods the students might eat when traveling.	6.7
	Plan, prepare and serve a meal that contains food from a foreign country. (Plan with foreign language class and lunchroom for international lunches.)	
ironment yment of	Evaluate the school lunchroom. What can be done to improve good eating habits?	
	Prepare a display of snacks; group by nutritional value (including calories).	
process- wider .	Chart nutritional values of fresh, frozen and canned products; various types of meats (canned, smoked, marinated).	1.10 4.18 1.11 5.8 1.12 6.13 2.3 2.4 2.6 2.7 2.8 2.10 2.24 4.4
	Investigate food additives: visit bakery to discuss chemicals used and why; read current articles, etc. Discuss findings in class.	
	Develop a historical mural on food processing and preservation. (before refrigeration, use of dehydration, use of radiation)	

COMPETENCY III: Critically evaluate food selection.

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
Many factors influence an individual's selection of food.	Determine costs of food by: (1) Planning a week's menu on the a fare or retired people spend on (2) Listing inexpensive substitutes pensive dishes that might help (3) Collecting recipes for surplus (4) Checking the USDA commodities i lunch program and USDA commodit welfare recipients-- check food (5) Discussing food stamp program fo (6) Determining the cost of a Type cost to produce with price to ch school lunch, home packed lunch, for cost, nutritional value, cal Evaluate quackery in nutrition. Poss and/or group reports might be: (1) Determine why nutritional quacke would eliminate it. (2) Select books from the recommende mended lists: read and show why list they do. (3) Prepare and administer a food fa Give test to a sample group in y (4) Select several food fallacies an reasons to show why they are fal depletion, subclinical deficienc (5) Visit food store for material on Analyze the literature. Compare U.S. Health, Education, and Welfa Health.

ritically evaluate food selection.

)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
nce an ion of	Determine costs of food by: (1) Planning a week's menu on the amount of money welfare or retired people spend on food. (2) Listing inexpensive substitutes for meats or inexpensive dishes that might help keep food costs down. (3) Collecting recipes for surplus foods. (4) Checking the USDA commodities in use in the school lunch program and USDA commodities available to welfare recipients-- check food value. (5) Discussing food stamp program for welfare recipients (6) Determining the cost of a Type A lunch. Compare cost to produce with price to child. Compare school lunch, home packed lunch, drive-in lunch for cost, nutritional value, calories, satisfaction. Evaluate quackery in nutrition. Possible individual and/or group reports might be: (1) Determine why nutritional quackery exists and what would eliminate it. (2) Select books from the recommended and not recommended lists: read and show why they appear on the list they do. (3) Prepare and administer a food fad and fallacy test. Give test to a sample group in your community. (4) Select several food fallacies and outline scientific reasons to show why they are fallacies. (soil depletion, subclinical deficiencies) (5) Visit food store for material on food additives. Analyze the literature. Compare to literature from U.S. Health, Education, and Welfare and Today's Health.	1.2 5.8 1.6 5.9 1.9 6.4 1.19 6.11 1.20 6.15 1.22 6.17 1.23 6.23 1.27 7.4 2.1 7.7 2.3 7.9 2.5 8.1 2.6 8.2 2.7 8.6 2.8 8.7 2.9 9.1 2.10 11.2 2.19 11.3 2.20 12.1 2.21 12.3 2.22 12.6 2.24 12.9 2.25 12.14 2.26 2.27 3.2 4.2 4.6 4.8 4.12 5.7

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
	(6) Report on cost and nutritional valu supplementary food programs. Check (7) Analyze nutrients of several "healt compare to "ordinary foods". (8) Report on laws which protect the co reporting, use actual examples. (products, additives, fill of packag (See Consumer Health and Community Hea

SAMPLE LEARNING EXPERIENCES	RESOURCES
(6) Report on cost and nutritional value of several supplementary food programs. Check F.D.A. reports. (7) Analyze nutrients of several "health foods" and compare to "ordinary foods". (8) Report on laws which protect the consumer. When reporting, use actual examples. (labels from products, additives, fill of package, etc.) (See Consumer Health and Community Health Units)	

NUTRITION EDUCATION RESOURCES

(Preview all films; Review all material

(* Teacher Reference)

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1.4 Leverton, Ruth M. FOOD BECOMES YOU. Doubleday, 1960
1.5 Maddox, Gaynor. DIETS FOR TEEN-AGERS. Avon
1.6 Maddox, Gaynor. SLIM DOWN, SHAPE UP FOR TEEN-AGERS. Avon, 19
1.9 Stare, Fredrick J. EATING FOR GOOD HEALTH. Doubleday, 1964
1.10 Irving, George W. and Hoover, Sam R. (eds.) FOOD QUALITY: EF
PROCESSING. A.A.S.A.
1.11 CONSUMERS ALL. United States Department of Agriculture. 1965
1.12 FOOD. United States Department of Agriculture. 1959 Yearbook
1.13 Spock, B. and Lowenberg, M. FEEDING YOUR BABY AND CHILD. Poc
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2.0 FOOD AND DRUG ADMINISTRATION, SEATTLE DISTRICT, FEDERAL OFFICE BUI
SEATTLE, WASHINGTON 98104

2.1 Your Money and Your Life
2.2 From Hand to Mouth
2.3 What Consumers Should Know About Food Additives
2.4 Cold Facts About Food Production
2.5 Food Facts and Fallacies
2.6 What Consumers Should Know About Food Standards
2.7 Federal Foods, Drugs, and Cosmetics Act
2.8 The Use of Chemicals In Food Production, Processing, Storage, and
2.9 Read the Label
2.10 New Problems of Food Safety

PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPA
WELFARE, WASHINGTON, D. C. 20201

2.11 Gallstones--Gall Bladder
2.12 Constipation
2.13 Facts About Nutrition
2.14 Hemorrhoids

OFFICE OF INFORMATION, UNITED STATES DEPARTMENT OF AGRICULTURE AND
DIVISION, WASHINGTON, D. C. 20402

2.19 Family Fare--Food Management and Recipes
2.20 Family Budgeting--For Good Meals and Good Nutrition
2.21 Food For Families With School Children
2.22 Conserving the Nutritive Values in Foods
2.23 Food and Your Weight
2.24 Nutritive Value of Foods
2.25 National School Lunch Act (H.R. 3370)
2.26 Ellender Amendment (S. 3467)
2.27 A Menu Planning Guide For Type A Lunch (PA 719)
2.28 Eat A Good Breakfast

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3.0 FILMSTRIPS

3.1 The Food Store, EBF
3.2 Keep Food From Spoiling, EBF
3.3 Disease and Diet, TL

4.0 FILMS

4.1 The Fat American, WSH
4.2 The Misery Merchants, WSH
4.3 Safe Food, WSH
4.4 Miracles From Agriculture, CWSE
4.6 The Merchants of Menace, AMA
4.7 The Invaders, WSH (Food Sanitation)
4.8 Chemicals Vital to Our Food, WSH
4.9 Digestion, UW
4.10 Human Body, Nutrition and Metabolism, Coronet
4.11 Food For Life, WSH
4.12 Nutrition Sense and Nonsense, WSH
4.13 Hungry Angels, WSH
4.15 Obesity, EBF
4.16 Facts About Figures, WSH
4.17 Food For Thought, Assoc
4.18 Design for Dining, Assoc
4.19 Better Breakfast U.S.A., WSH
4.20 Mystery In The Kitchen, WSH
4.21 The Owl and Fred Jones, WSH
4.22 Losing To Win, TL
4.23 Food, The Color of Life, WDC

5.0 AMERICAN MEDICAL ASSOCIATION, 535 NORTH DEARBORN STREET, CHICAGO, ILLINOIS 60610

5.1 The Healthy Way to Weigh Less
5.2 Operation: Diet Right
5.3 Your Age and Your Diet
5.5 Vitamin Supplements and Their Correct Use
5.6 Can Food Make the Difference?
5.7 Merchants of Menace
5.8 Statements and Decisions of the Council on Foods and Nutrition

AMERICAN DIETETIC ASSOCIATION, 620 NORTH MICHIGAN AVENUE, CHICAGO

5.9 Food Facts Talk Back

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7.0 WASHINGTON STATE DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, ROOM
OR 323 PEYTON BUILDING, NORTH 10 POST STREET, SPOKANE, WASHINGTO

7.1 Choose Your Calories By the Company You Keep
7.2 Snacks? Why? When? What? How?
7.3 A Girl and Her Figure
7.4 Weight Watching Tips for Teens
7.5 Your Calorie Catalog
7.6 A Boy and His Physique
7.7 Nutritional Handbook for Family Food Counseling
7.8 Breakfast's Ready
7.9 Food Science and How It Began
7.10 How Your Body Uses Food
7.11 Breakfast Makes the Difference
7.12 My Food Score
7.13 My Reflections
7.14 Comparison Cards for Teen-Agers
7.15 Food For Young People
7.16 What To Eat Before You Are Pregnant...
While You Are Pregnant...
After the Baby Comes...
*7.17 Weight Control Source Book
7.18 Venture, Voyage, and Vitamins
7.19 It All Depends On You

8.0 STATE ATTORNEY GENERAL'S OFFICE, OLYMPIA, WASHINGTON 98501

8.1 A Consumers Protection Handbook

AGRICULTURAL EXTENSION SERVICE, WASHINGTON STATE UNIVERSITY, PUL
EXTENSION SERVICE, KING COUNTY OFFICE, 301 KING COUNTY COURTHOUS

8.2 Food Facts Versus Fads
8.3 Food Patterns of Washington Adolescent Children

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of Washington Adolescent Children

DEPARTMENT OF NUTRITION, WASHINGTON STATE DEPARTMENT OF HEALTH, PUBLI
WASHINGTON 98501

8.4 Fun Foods For Snacktime
8.5 Looking At Ourselves
8.6 Nutrition Books for Lay Readers (recommended and non-recommended)
8.7 Bibliography of Nutrition Education Materials
8.8 Food Service and Beverage Service Worker's Manual
8.9 Sanitation Guide for the School Lunch Program

SUPERVISOR, FOOD SERVICES, STATE OFFICE OF PUBLIC INSTRUCTION, OLYMPI

8.10 Student Helper In School Food Service

9.0 PUBLIC AFFAIRS PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK

9.1 Food And Science
9.2 Personality "Plus" Through Diet

11.0 ANTI-TUBERCULOSIS LEAGUE OF KING COUNTY, 5118 ARCADE BUILDING, SEATTL

11.1 An Adequate Breakfast Is a Must in a Reducing Diet
11.2 Eat to Live
11.3 More To Food Than Eating
11.4 Skin Care for Teen-Agers
11.5 Wonder of You

12.0 AMERICAN INSTITUTE OF BAKING, CONSUMER SERVICE DEPARTMENT, 400 EAST ON

12.1 Map Your Meals
12.2 Food and You
12.3 Food Sense and Nonsense
12.4 Weight Reduction Through Diet
12.5 Your Calorie Catalog
12.6 Enriched Bread
12.7 Score With Breakfast
12.8 Breakfast Sourcebook

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12.9 20 Years of Enrichment

CEREAL INSTITUTE, INC., 135 SOUTH LASALLE, CHICAGO, ILLINOIS

12.13 Breakfast Sourcebook

MANUFACTURING CHEMISTS ASSOCIATION, INC., 1825 CONNECTICUT

12.14 Food Additives

ASSOCIATION, 20 NORTH WACKER DRIVE, CHICAGO 6, ILLINOIS

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, INC., 135 SOUTH LASALLE, CHICAGO, ILLINOIS 60603

book

EMISTS ASSOCIATION, INC., 1825 CONNECTICUT AVENUE N.W., WASHINGTON, D. C. 20402

SAFETY EDUCATION

Overview

At all age levels, accidents are a leading cause of death; in additio
accidents number in the thousands. Myths such as "accidents just happen" or "
stand in the way of diminishing the pain and suffering of this health problem.

Knowledge about what one is doing, whether it is how to do something
an action or equipment, enters into accident prevention. Attitudes, some of wh
guide behavior and lead one into or away from a hazardous situation. In some
endurance, and other physical assets help or encourage accidents. Extensive re
give us some understanding and some solutions to the accident problem.

Competency I and Competency II are listed separately to show that ea
[illegible] to himself as well as to others. Ho
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SAFETY EDUCATION

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accidents are a leading cause of death. In addition, injuries from

ands. Myths such as "accidents just happen" or "it can't happen to me"

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t one is doing, whether it is how to do something or the limitations of

s into accident prevention. Attitudes, some of which are not obvious,

nto or away from a hazardous situation. In some cases strength, skill

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COMPETENCIES

Competency I: Students prevent accidents through the application of safety knowledge, attitudes, and skills.

Competency II: Students assume individual and community responsibility for accident prevention.

Competency III: Students exhibit appropriate responses to hazardous and emergency situations. (See pages following senior high unit.)

COMPETENCY I: Prevent accident through knowledge, attitudes, and skills.

CONCEPTS (Junior High)	**SAMPLE LEARNING EXPERIENCES**
Knowledge about what you are doing, attitudes toward what you are doing, and skills in what you are doing generally determine whether an accident will happen.	Make lists on board: Column 1: places accidents may happen Column 2: sub-divide into specific area accide place (e.g., school, slide) Column 3: list possible causes of accidents in areas. (lack of knowledge, attitude of sufficient skill or all three) Underline those accidents class felt were avoida Choose one accident area on which to write how a in that area could have been avoided by knowing knowledges, attitudes, or skills. Report with demonstration on proper operation o a. household applicances b. lawnmowers c. drills and saws (interview industrial arts or someone in industry) Investigate derivation of the word accident. Determine how safety lessons learned in chemistr economics, and industrial arts classes can help the home and on the job. Select any recreational activity (fishing, campi football, etc.) and investigate accidents that o Determine necessary knowledge, attitudes, and sk safe participation in the activity. (physical c ing, strength, skill attainment, rules, hazards)

Prevent accident through knowledge, attitudes, and skills.

gh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
hat you des to- doing, t you ly an pen.	Make lists on board: Column 1: places accidents may happen Column 2: sub-divide into specific area accident took place (e.g., school, slide) Column 3: list possible causes of accidents in these areas. (lack of knowledge, attitude, or lack of sufficient skill or all three) Underline those accidents class felt were avoidable. Choose one accident area on which to write how accidents in that area could have been avoided by knowing certain knowledges, attitudes, or skills. Report with demonstration on proper operation of equipment. a. household applicances b. lawnmowers c. drills and saws (interview industrial arts teacher or someone in industry) Investigate derivation of the word accident. Determine how safety lessons learned in chemistry, home economics, and industrial arts classes can help later in the home and on the job. Select any recreational activity (fishing, camping, biking, football, etc.) and investigate accidents that occur. Determine necessary knowledge, attitudes, and skills for safe participation in the activity. (physical conditioning, strength, skill attainment, rules, hazards)	1.2 4.1 4.8 4.24 4.34 4.37 5.6 6.24 6.26 6.29 6.34 6.43 8.10 8.15 11.4 11.6 11.9 11.10 11.12 11.13 11.16 11.17 13.12

CONCEPTS (Junior High)	**SAMPLE LEARNING EXPERIENCES**
Knowledge of potential hazards and acquisition of skills in recreational activities prevent accidents.	Investigate accidents that occur in organized organized recreational activities. Discuss im
	Select panel of athletes in various sports to with class measures taken to prevent accidents ming, golf, soccer, football)
	Invite a member of a ski patrol to discuss saf skiing.
	Investigate community resources for safety edu hunting and fishing; invite a resource person department member or teacher from gun club, Ar cuss storage and handling of guns and ammuniti
Homes can be safety proofed.	Invite speaker from city light, REA or PUD or to discuss safety and electricity in the home.
	Select a room in a home. Construct a model or changing things to make that room safer if pos all concerned. (Include attics, basements, pa etc.)
	Analyze the escape possibilities from each roo home if a fire occurred.
	Analyze all the possibilities of areas or obje might contribute to falls in your home. Discu these are potential hazards.

)	SAMPLE LEARNING EXPERIENCES	RESOURCES
ial tion tional	Investigate accidents that occur in organized and unorganized recreational activities. Discuss implications. Select panel of athletes in various sports to discuss with class measures taken to prevent accidents. (swimming, golf, soccer, football) Invite a member of a ski patrol to discuss safety in skiing. Investigate community resources for safety education in hunting and fishing; invite a resource person (police department member or teacher from gun club, Army) to discuss storage and handling of guns and ammunition.	2.0 11.5 4.10 11.16 4.17 13.7 4.21 4.38 4.39 6.22 6.32 6.36 6.39 6.44 6.46 7.1 11.1
	Invite speaker from city light, REA or PUD or electrician to discuss safety and electricity in the home. Select a room in a home. Construct a model or drawing changing things to make that room safer if possible, for all concerned. (Include attics, basements, patio, porch, etc.) Analyze the escape possibilities from each room in your home if a fire occurred. Analyze all the possibilities of areas or objects that might contribute to falls in your home. Discuss why these are potential hazards.	1.2 11.11 4.1 11.13 4.7 11.16 4.15 11.17 4.16 13.1 4.33 5.4 6.30 6.38 8.12 8.13 11.3 11.7 11.8

COMPETENCY 11: Assume individual and community responsibility

CONCEPTS (Junior High)	**SAMPLE LEARNING EXPERIENCES**
Prevention of traffic accidents is a responsibility of pedestrians and drivers.	Divide class into groups. Each gro situation which has potentials for Exchange situations with other gro or discuss the necessary factors fo accident from happening. (Discuss courtesy, emotions, attitudes.) Buzz groups develop lists of rules pedestrian. From these create mas Do a "what's right" and "what's wro art department) using pictures, di
Accepting the responsibility for baby sitting means having certain knowledges concerning safety and first aid.	Discuss why maturity in judgement babysitter. Babysitters construct a notebook w information: a. emergency telepho b. general characteri 3-4, 6-11; follow sitters on how to accidents to anti c. outline possible needed d. snack suggestions different age gro Write situations that occurred whi place in a box. Draw situations f what was done or should have been

ssume individual and community responsibility for accident prevention.

)	SAMPLE LEARNING EXPERIENCES	RESOURCES
ic onsi- ns and	Divide class into groups. Each group construct a situation which has potentials for a traffic accident. Exchange situations with other groups. Groups role play or discuss the necessary factors for preventing that accident from happening. (Discuss all factors involved: courtesy, emotions, attitudes.) Buzz groups develop lists of rules for being a good pedestrian. From these create master list on board. Do a "what's right" and "what's wrong" series (work with art department) using pictures, diagrams, photos, drawings.	2.4 11.2 11.14 11.15 11.16 11.17
nsi- ting n ng d.	Discuss why maturity in judgement is a prerequisite for a babysitter. Babysitters construct a notebook with the following information: a. emergency telephone numbers b. general characteristics of children 1-2, 3-4, 6-11; follow with tips to babysitters on how to handle children, accidents to anticipate, etc. c. outline possible first aid that will be needed d. snack suggestions, games, stories for different age groups Write situations that occurred while babysitting and place in a box. Draw situations from box and discuss what was done or should have been done.	1.1 1.3 1.4 1.5 1.6 2.6 4.18

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
	Organize a panel of parents and students a parents expect of babysitter and what sit parents. (A doctor or nurse might be inc panel.) Develop code for babysitters and parents. (See Family Health Unit)

MPLE LEARNING EXPERIENCES	**RESOURCES**
ganize a panel of parents and students and discuss what rents expect of babysitter and what sitter needs from rents. (A doctor or nurse might be included on the nel.) velop code for babysitters and parents. (See Family Health Unit)	

COMPETENCY I: Prevent accidents through knowledge, attitudes, and skill

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Time, money, and human resources are lost through accidents.	Develop "characteristic lists" of the "acc versus the "safety-minded man". Chart the epidemiology of an accident whic you or someone you know. (environment, at ment, etc.)
Pleasure in recreational activities for all concerned comes partly from observance of safety factors.	Select an area of recreation one wishes to Write a paper on knowledges and skills nee the activity. Stress the potential hazard minimized by this knowledge and skill. (G students might then prepare an audio-visua sentation of their findings to the class.) Invite resource people to discuss recreati (Coast Guard-- boating safety; mountaineer Demonstrate safe ways to aid individuals w danger of drowning-- if you are a life sav can swim but have not had life saving, and non-swimmer. (Use props if possible.) Discuss the relationship of accidents, rul and courtesy.

ccidents through knowledge, attitudes, and skills.

	SAMPLE LEARNING EXPERIENCES	***RESOURCES***
	Develop "characteristic lists" of the "accident-prone man" versus the "safety-minded man". Chart the epidemiology of an accident which happened to you or someone you know. (environment, attitudes, equipment, etc.)	1.2 4.40 1.3 11.4 1.12 11.6 2.4 12.4 4.25 4.27 4.28
ed ce	Select an area of recreation one wishes to investigate. Write a paper on knowledges and skills needed to enjoy the activity. Stress the potential hazards that are minimized by this knowledge and skill. (Groups of students might then prepare an audio-visual summary presentation of their findings to the class.) Invite resource people to discuss recreational safety. (Coast Guard-- boating safety; mountaineers-- climbing) Demonstrate safe ways to aid individuals who are in danger of drowning-- if you are a life saver, if you can swim but have not had life saving, and if you are a non-swimmer. (Use props if possible.) Discuss the relationship of accidents, rules, equipment, and courtesy.	2.7 4.36 6.36 8.11 11.1 11.5 11.16 11.17

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
	Develop a bulletin board or charts on: a. comparisons of deaths from diseases and accidents b. accident rates at different ages and for boys an girls c. injuries from accidents d. costs of accidents e. deaths from various types of accidents and at various age levels Investigate the attitudes and programs of various indu tries toward accident prevention. Discuss the applica of the rules developed by industry to everyday life. (i.e., a railroad rule stresses courtesy, prohibits practical jokes, prohibits scuffling and wrestling, prohibits throwing materials, requires clean premises, etc.) Read articles on accident research. Share what has be learned through class discussion. Discuss the relationship of mental health topics to this unit. Write a paragraph on "Is Safety Valued In Our Society? (See Mental Health Unit)

SAMPLE LEARNING EXPERIENCES	RESOURCES
Develop a bulletin board or charts on: a. comparisons of deaths from diseases and accidents b. accident rates at different ages and for boys and girls c. injuries from accidents d. costs of accidents e. deaths from various types of accidents and at various age levels Investigate the attitudes and programs of various industries toward accident prevention. Discuss the application of the rules developed by industry to everyday life. (i.e., a railroad rule stresses courtesy, prohibits practical jokes, prohibits scuffling and wrestling, prohibits throwing materials, requires clean premises, etc.) Read articles on accident research. Share what has been learned through class discussion. Discuss the relationship of mental health topics to this unit. Write a paragraph on "Is Safety Valued In Our Society?" (See Mental Health Unit)	

COMPETENCY II: Assume individual and community responsibility for accident pre

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
Individual drivers can reduce accidents involving moving vehicles. (Driver education is advised for all individuals who plan to get or who already have a driver's license.)	Investigate the relationships of the following fa to automobile accidents. Share findings through charts, displays, bulletin boards, etc. 1. age, males, females 2. rural and urban areas, freeways 3. eye sight (color blindness), fatigue and oth physical conditions 4. menstruation 5. drugs and alcohol (moderate and heavy use of 6. condition of car 7. weather conditions, time of day, and road co 8. driving attitudes (concept of self) 9. suicide and homicide-- traffic fatalities 10. driver education 11. physical handicaps (special equipment on car Invite a resource person to discuss "defensive d and to give perception tests, reaction time test Develop through class discussion a list of physi factors which may affect one's driving. (color ness, drugs taken regularly, visual defects, fat emotions) Discuss the adjustment a driver shoul to factors which affect him. Investigate through committee activity, sunglass tinted glass, safety glass, and visors as to the effectiveness in protection of the eyes. Discus decisions you would make in purchasing from the of the investigation.

vidual and community responsibility for accident prevention.

SAMPLE LEARNING EXPERIENCES	*RESOURCES*
Investigate the relationships of the following factors to automobile accidents. Share findings through reports, charts, displays, bulletin boards, etc. 1. age, males, females 2. rural and urban areas, freeways 3. eye sight (color blindness), fatigue and other physical conditions 4. menstruation 5. drugs and alcohol (moderate and heavy use of alcohol) 6. condition of car 7. weather conditions, time of day, and road conditions 8. driving attitudes (concept of self) 9. suicide and homicide-- traffic fatalities 10. driver education 11. physical handicaps (special equipment on cars) Invite a resource person to discuss "defensive driving" and to give perception tests, reaction time tests, etc. Develop through class discussion a list of physical factors which may affect one's driving. (color blindness, drugs taken regularly, visual defects, fatigue, emotions) Discuss the adjustment a driver should make to factors which affect him. Investigate through committee activity, sunglasses, tinted glass, safety glass, and visors as to their effectiveness in protection of the eyes. Discuss what decisions you would make in purchasing from the results of the investigation.	1.2 8.8 1.3 8.9 1.10 11.18 1.11 11.19 4.2 4.5 4.6 4.8 4.9 4.14 4.23 4.27 4.29 4.30 4.31 4.32 4.35 5.1 5.2 5.3 5.5 5.7 6.19 6.21 6.33 8.3 8.4 8.5 8.6 8.7

CONCEPTS (Senior High)	***SAMPLE LEARNING EXPERIENCES***
	Analyze the possible reasons why a driver other cars, etc. Take own car to highway department check back to class which parts of the car this and why these are checked. Determine the various causative factors o Chart who is responsible for eliminating Visit traffic court. Discuss verdicts. realistic? Find information and report on: 1. the manufacturing of safe cars 2. the use of seat belts (various types) 3. car maintenance and accidents 4. laws relating to long or wide loads (trucks, mobile homes) Examine accident report forms and discuss them out. Discuss reliability of stateme to accidents and individuals involved in film 4.35.) Discuss statement: "Bicycles and motor bi hazardous than cars." Investigate regula motor bikes and motorcycles.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Analyze the possible reasons why a driver speeds, races other cars, etc.	11.15 11.16 11.17 13.3 13.6
Take own car to highway department check station. Report back to class which parts of the car this check involves and why these are checked.	
Determine the various causative factors of accidents. Chart who is responsible for eliminating each cause.	
Visit traffic court. Discuss verdicts. Are penalities realistic?	
Find information and report on: 1. the manufacturing of safe cars 2. the use of seat belts (various types) 3. car maintenance and accidents 4. laws relating to long or wide loads (boat trailers, trucks, mobile homes)	
Examine accident report forms and discuss how to fill them out. Discuss reliability of statements of witnesses to accidents and individuals involved in accidents. (Use film 4.35.)	
Discuss statement: "Bicycles and motor bikes are more hazardous than cars." Investigate regulations concerning motor bikes and motorcycles.	

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
	Discuss whether one should drive home after dr if not what are the alternatives; discuss what do if you were to be a passenger in a car of a who had been drinking. Demonstrate drunkometer used in evaluating alc concentration in blood. (See Drug Education, Alcohol Education, Mental and Anatomy and Physiology Units)
Parental responsibility will include protection of children and their safety education.	Develop charts for accident rates of children own community by sex, age, place, and types of Compare to national figures. Make a map of the neighborhood showing hazards children (pools, wells, driveways, unlocked st unlocked cars, poisonous trees or bushes). Discuss the relationship of discipline to acci vention. Relate developmental characteristics of childre of accidents that can be anticipated that they

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
	Discuss whether one should drive home after drinking and if not what are the alternatives; discuss what you would do if you were to be a passenger in a car of a driver who had been drinking. Demonstrate drunkometer used in evaluating alcohol concentration in blood. (See Drug Education, Alcohol Education, Mental Health, and Anatomy and Physiology Units)	
y will ety	Develop charts for accident rates of children in your own community by sex, age, place, and types of accidents. Compare to national figures. Make a map of the neighborhood showing hazards to children (pools, wells, driveways, unlocked storerooms, unlocked cars, poisonous trees or bushes). Discuss the relationship of discipline to accident prevention. Relate developmental characteristics of children to types of accidents that can be anticipated that they will have.	1.4 1.6 1.12 2.2 2.3 2.5 4.3 4.7 4.19 4.20 4.26 6.23 6.28 6.37 6.40 6.45 8.14 13.1 13.2 13.4

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
	Analyze your own home. Show changes necess vent accidents to children (i.e., gun cupbo high latches on doors to stairways, medicir cleaning fluids in high cupboards, electric plugged, etc.). Committees take various pa home and show how it might be safety proofe to children. Devise games that parents might use to hel learn their names and addresses. Perform community service of taking poison telephone stickers to homes with small chi explanation of the poison control center's tell mothers. Develop posters and talks to use at Parent Association meetings, civic group meetings (a) selecting safe toys (b) safety hazards of clothes (c) locking in poisons (d) your neighborhood and poisons
Community resources help promote safety.	List city, county or state groups which pr (Red Cross, safety council, automobile clu department, police department, insurance c industry) Investigate and report to class of each group. (In what ways does each gr problems and needs found in your community

LEARNING EXPERIENCES	RESOURCES
e your own home. Show changes necessary to pre- ccidents to children (i.e., gun cupboard locked, atches on doors to stairways, medicines, and ng fluids in high cupboards, electric outlets d, etc.). Committees take various parts of a nd show how it might be safety proofed in relation ldren.	
games that parents might use to help children their names and addresses.	
m community service of taking poison control one stickers to homes with small children; develop ation of the poison control center's services to others.	
p posters and talks to use at Parent-Teacher ation meetings, civic group meetings, etc. on: electing safe toys afety hazards of clothes ocking in poisons our neighborhood and poisons	
city, county or state groups which promote safety. Cross, safety council, automobile club, health tment, police department, insurance company, ty) Investigate and report to class the activities ch group. (In what ways does each group meet ems and needs found in your community?)	2.1 2.8 4.11 4.12 6.1 8.16

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
	Invite representatives from selected groups to mee with class. Prior to their visit submit questions from the class to the speakers.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Invite representatives from selected groups to meet with class. Prior to their visit submit questions from the class to the speakers.	

COMPETENCY III: Exhibit appropriate responses to hazardous and emergency sit

CONCEPTS (Senior High)	*SAMPLE LEARNING EXPERIENCES*
As a citizen, one prepares oneself for emergencies and disasters.	Compile a list through discussion of possibl each individual should be prepared to meet. (on observations and experiences of class membe bleeding, poisoning, epileptic seizures, faint attacks, suicide attempts.) Organize class into groups and give time for t investigation of selected topics. (Interview read, talk with neighbors, etc.) Then each gr class questions and demonstrate selected emerg disaster procedures. (Where possible group in rest of class through practice session.) Use possible. (See next page.)

hibit appropriate responses to hazardous and emergency situations.

)	SAMPLE LEARNING EXPERIENCES	RESOURCES
epares ies and	Compile a list through discussion of possible emergencies each individual should be prepared to meet. (Base this on observations and experiences of class members: severe bleeding, poisoning, epileptic seizures, fainting, heart attacks, suicide attempts.) Organize class into groups and give time for thorough investigation of selected topics. (Interview fireman, read, talk with neighbors, etc.) Then each group answer class questions and demonstrate selected emergency or disaster procedures. (Where possible group instruct rest of class through practice session.) Use props if possible. (See next page.)	1.1 1.8 1.9 4.4 4.13 4.22 6.4 6.6 6.7 6.8 6.9 6.10 6.11 6.12 6.13 6.14 6.15 6.16 6.17 6.18 6.20 6.25 6.27 6.31 6.35 6.41 6.42 8.1 8.2

School districts are referred to the American Red Cross Junior, Standard, Aid courses and the Medical Self-Help program for content and learning experiences competency.

It is recommended that appropriate responses be taught at the elementary with regular health instruction.

Some suggestions at the elementary level might be:

1. What to do when lost (Safety Education Unit)
2. How to use a telephone for an emergency (Safety Education Unit)
3. How to take care of minor wounds (Community Health Unit)
4. How to give mouth-to-mouth resuscitation (Anatomy and Physiology Uni
5. Who you tell when you or someone else is hurt (Consumer Health Unit)
6. Which plants are not edible and what to do if someone eats these (Co
7. Proper use of medicine (Consumer Health Unit)

It is strongly suggested that first aid at the junior and senior high sc into other health units. For example, instead of memorizing the symptoms for diab shock, the study of the endocrine system brings forth investigation of the metabol The symptoms of insufficient or excessive insulin then become apparent; at that ti conditions can naturally be included. First aid for burns can come into a unit in ing and transplantation. First aid for eye injuries fits naturally into a unit on aspect of first aid and disaster training has a tie to certain areas of health edu cts are referred to the American Red Cross Junior, Standard, and Advanced First

dical Self-Help program for content and learning experiences to develop this

ended that appropriate responses be taught at the elementary level in conjunction

struction.

ions at the elementary level might be:

do when lost (Safety Education Unit)
se a telephone for an emergency (Safety Education Unit)
ake care of minor wounds (Community Health Unit)
ive mouth-to-mouth resuscitation (Anatomy and Physiology Unit)
tell when you or someone else is hurt (Consumer Health Unit)
ants are not edible and what to do if someone eats these (Community Health Unit)
se of medicine (Consumer Health Unit)

ly suggested that first aid at the junior and senior high school levels be integrated s. For example, instead of memorizing the symptoms for diabetic coma and insulin e endocrine system brings forth investigation of the metabolic disturbance, diabetes. icient or excessive insulin then become apparent; at that time first aid for these ly be included. First aid for burns can come into a unit including the skin, sunburn- n. First aid for eye injuries fits naturally into a unit on sensory organs. Each d disaster training has a tie to certain areas of health education.

SAFETY EDUCATION RESOURCES

(Review all materials; Preview all films)

1.0 BOOKS

1.1 FIRST AID TEXTBOOK. Fourth (or latest) edition. American National Red

1.2 Halsey, Maxwell N. (ed.) ACCIDENT PREVENTION. McGraw-Hill, 1961

1.3 Haddon, William Jr., M. D. and others. ACCIDENT RESEARCH. Harper, 196

1.4 Goodspeed, Helen C. and others. CHILD CARE AND GUIDANCE. Lippincott,

1.5 Lowndes, Marion. MANUAL FOR BABY SITTERS. Little, 1949

1.6 Jenkins, Gladys G. and others. THESE ARE YOUR CHILDREN. Scott, 1953

1.8 Lord, Walter. A NIGHT TO REMEMBER. Holt, 1965

1.9 Moscow, Alvin. COLLISION COURSE. Putnam, 1959

1.10 PASSENGER CAR DESIGN AND HIGHWAY SAFETY (Proceedings of a Conference).
Crippled Children ($2.75).

1.11 McFarland, Ross A. and Moore, Roland C. YOUTH AND THE AUTOMOBILE. Ass

1.12 Henrich, Edith (Ed.). EXPERIMENTS IN SURVIVAL. Association for the Ai

2.0 FOOD AND DRUG ADMINISTRATION, 909 FIRST AVENUE, SEATTLE, WASHINGTON 98

2.2 Protect Your Family Against Poisoning

2.3 Protect Your Home

PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPARTMEN WELFARE, WASHINGTON, D. C. 20201

2.1 National Agencies Active in Accident Prevention

2.4 You Can Help to Belt America

2.5 Preventing Child Entrapment in Household Refrigerators

2.6 When Teenagers Take Care of Children (Guide for Babysitters)

2.8 How Safe Are Motel Pools?

2.7 UNITED STATES COAST GUARD, WASHINGTON, D. C. (13th COAST GUARD DISTRIC WASHINGTON

SAFETY EDUCATION RESOURCES

(Review all materials; Preview all films)

BOOK. Fourth (or latest) edition. American National Red Cross
l N. (ed.) ACCIDENT PREVENTION. McGraw-Hill, 1961
m Jr., M. D. and others. ACCIDENT RESEARCH. Harper, 1964
en C. and others. CHILD CARE AND GUIDANCE. Lippincott, 1952
n. MANUAL FOR BABY SITTERS. Little, 1949
s G. and others. THESE ARE YOUR CHILDREN. Scott, 1953
A NIGHT TO REMEMBER. Holt, 1965
COLLISION COURSE. Putnam, 1959
DESIGN AND HIGHWAY SAFETY (Proceedings of a Conference). Association for the Aid of
ren ($2.75).
s A. and Moore, Roland C. YOUTH AND THE AUTOMOBILE. Assoc. for the Aid of Crippled Children.
(Ed.). EXPERIMENTS IN SURVIVAL. Association for the Aid of Crippled Children ($1.50)

ADMINISTRATION, 909 FIRST AVENUE, SEATTLE, WASHINGTON 98104

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Take Care of Children (Guide for Babysitters)
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COAST GUARD, WASHINGTON, D. C. (13th COAST GUARD DISTRICT, 619 SECOND AVENUE, SEATTLE,

4.0 FILMS

4.1 Kitchen Safety, McG
4.2 Broken Glass, WSH
4.3 Children at Play -- With Poison, WSH
4.4 That They May Live, ARC
4.5 Defensive Driving Tactics, WSH
4.6 Freeway Driving Tactics, WSH
4.7 One Day's Poison, WSH
4.8 Safety Through Seat Belts, WSH
4.9 Interrupted Morning, WSH
4.10 Midsummer's Nightmare, WSH
4.11 No Defense, WSH
4.12 The Smartest Kid In Town, WSH
4.13 The Unexpected Moment, WSH
4.14 Defense Driving Sense, Assoc
4.15 When Sally Fell, WSH
4.16 How To Have An Accident At Home, WSH
4.17 Be Water Wise, ARC
4.18 The Baby Sitter, McG
4.19 Terrible 2'S; Trusting 3'S, McG
4.20 Frustrating 4'S; Fascinating 5'S, McG
4.21 Ski--Ways To Safety, ARC
4.22 Medical Self-Help Series, WSH
4.23 Take A Look At The Odds, Assoc
4.24 Album of Public Safety, Assoc
4.25 Accident, Assoc
4.26 Poison In The House, Assoc
4.27 Get A Grip On Yourself, Assoc
4.28 An Accident Happens To Sam, Assoc
4.29 National Driver's Testing, McG
4.30 Alco Beat, Cahill
4.31 Red Light Return, Cahill
4.32 Freeway Driving Tactics, Cahill
4.33 The Challenge, Assoc
4.34 Why Drown, Assoc
4.35 Eye Of The Beholder, UC
4.36 Boats, Motors, and People, ARC
4.37 Lifting, Man's Age Old Problem, ELA
4.38 Ski Sense, ELA
4.39 Fun 'N Fathoms, ELA
4.40 One To A Customer, ELA

5.0 AMERICAN MEDICAL ASSOCIATION, DEPARTMENT OF COMMUNITY HEALTH AND HE STREET, CHICAGO, ILLINOIS 60610

5.1 Are You Fit to Drive
5.2 Seat Belts Save Lives
5.4 How Are You Fixed For Poisons
5.5 Tune-Up For Driving
5.6 Well Done Is For Steak
5.7 Be a Medical Watchdog

AMERICAN BAR ASSOCIATION, 1155 EAST SIXTIETH STREET, CHICAGO 37, IL

5.3 Better Traffic Courts: Key to Safety

6.0 WORLD HEALTH

6.1 World Health. March, April, 1961 (special issue: ACCIDENTS)

TODAY'S HEALTH

6.4 Lader, Lawrence. "Boston's Burn Unit-- A Team That Saves Lives".
6.5 "Radioactive Fallout and Shelter". January, 1962
6.6 "Hygiene, Sanitation, and Vermin Control". February, 1962
6.7 "Water and Food". March, 1962
6.8 "Artificial Respiration". April, 1962
6.9 "Shock". May, 1962
6.10 "Bleeding and Bandaging". June, 1962
6.11 "Fractures and Splinting". July, 1962
6.12 "Transportation of the Injured". August, 1962
6.13 "Burns". September, 1962
6.14 "Nursing Care of the Sick and Injured". October, 1962
6.15 "Nursing Care of the Sick and Injured". November, 1962
6.16 "Infant and Child Care". December, 1962
6.17 "Emergency Childbirth". January, 1963
6.18 Dunlop, Richard. "Carbon Monoxide--The Unseen Killer". November,
6.19 Barcella, Ernest L. "Is Reckless Driving A Disease?" December, 19
6.20 Bloomquist, Edward R. "The Scratch That Kills". February, 1960
6.21 "State Trooper Develops Auto Safety Device". November, 1963
6.22 Vath, William R. "The Perilous Pleasures of Skin Diving". June,
6.23 Allen, John E., M. D. "Lead Poisoning: New Look at an Old Hazard".
6.24 Anderson, Kenneth N. "How the Experts Shop for Seatbelts". April,
6.25 Reed, Jim. "Tornado: Nature on a Rampage". May, 1963

SSOCIATION, DEPARTMENT OF COMMUNITY HEALTH AND HEALTH EDUCATION, 535 NORTH DEARBORN
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D. "Lead Poisoning: New Look at an Old Hazard". January, 1962
N. "How the Experts Shop for Seatbelts". April, 1963
ado: Nature on a Rampage". May, 1963

6.26 Roalman, A. R. "How To Stay Alive This Vacation". August, 1961
6.27 Dunlop, Richard. "A Medical Tag Can Save Your Life". July, 1963
6.28 Frank, John R. "Aspirin, The Painkiller Can Also be a Childkiller"
6.29 Gagen, T. Wilfred. "Seat Belts: No Longer Why, But Why Not". July,
6.30 Hendrickson, Robert M. "You Can Prevent Poison Accidents". October
6.31 Higdon, Hal. "How to Survive a Disaster". May, 1962
6.32 "How to Enjoy Water Safely". June, 1962
6.33 Jacobs, Stanley S. "There's Hope for Teen-Age Drivers". March, 196
6.34 Johnson, William G. "Experience: What Does it Teach Us?" November,
6.35 "The Other Side of the Sun". July, 1960
6.36 Cullen, Arthur E. "How to Have a Safe Boat Trip". August, 1963
6.37 Daly, Eileen L. "Can Your Child Handle An Emergency". January, 196
6.38 Dark, Harris E. "A 20-Minute Safety Tour Can Save You and/or Your
6.39 Orphan, Dennis. "How to Enjoy Winter Sports Safely". December, 196
6.40 Dark, Harris E. "His First Trip to School? Make it a Safe One".
6.41 (First Aid Tips in each issue)
6.42 Matthew, Eileen Holm. "Flying Rescuers of the Northwest". May, 196
6.43 "Safe Power Mowing". July, 1966
6.44 Czura, Pete. "When You Camp Out". July, 1966
6.45 Webster, Daniel P. "Kidproofing the Backyard Pool". June, 1966
6.46 Hilligan, Earl and Maxwell, C. E. "Ride the Waves on Skiis". Augus

7.0 IMAGINATION, INC., 4032 MARYLAND AVENUE NORTH, MINNEAPOLIS 27, MINNE

7.1 10 Little Hunters

8.0 STATE OFFICE OF PUBLIC INSTRUCTION, SUPERVISOR OF DRIVER AND SAFETY

8.3 Policies and Practices for Driver and Traffic Safety Education
8.4 Who is Liable for Pupil Injuries?
8.5 Driver Education Guide for Washington Schools
8.6 Motor Vehicle Laws of Washington
8.7 Vision and Driving (American Optometric Association)
8.8 Automobile Insurance. (Western Insurance Information Service)
8.9 Resource persons are available for Driver Education classes from the

1. State Patrol--Safety Education Officers
    - Defensive Driving
    - Rules of the Road
    - Motor Vehicle Laws
2. Washington Optometric Association--The Importance of Vision in
3. Wester Insurance Information Service--Automobile Insurance

To Stay Alive This Vacation". August, 1961
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Rules of the Road
Motor Vehicle Laws
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ce Information Service--Automobile Insurance

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WASHINGTON 98501

8.1 Medical Self-Help Lessons and Films
8.2 First Aid for Psychological Reactions in Disasters

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8.10 How to do it Yourself and Live to do it Again
8.11 Return of the Vacationer
8.12 Watch Out for "Detergent Gases"!
8.13 Cold Water Treatment of Burns
8.14 Poison Plants
8.15 Lessons From Lifting Louie
8.16 Coin-Operated Dry Cleaners

11.0 SEATTLE-KING COUNTY SAFETY COUNCIL, 715 THIRD AVENUE, SEATTLE, WASHINGTON 9
to select posters)

11.4 Accident Facts Yearbook
11.5 Posters--Vacation, Seasonal, Holiday
11.6 Posters--General
11.7 Posters--Falls
11.8 Posters--Cleanup
11.9 Posters--Clothing, Personal Protective Equipment
11.10 Posters--Chemicals and Gases
11.11 Posters--Fire and Explosion
11.12 Posters--Materials Handling
11.13 Posters--Machinery
11.14 Posters--Motor Transportation
11.15 Posters--Traffic
11.16 Safety Education Data Sheets (Specific Information for Teaching a Specific P
Bicycles, Matches, Falls, Hook and Line Fishing, Safe Use of Pesticides, etc
11.17 School Safety Lessons--Secondary Packet (30 lessons) $1.50

NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, 16 EAST 40TH STREET, NEW Y

11.18 This...Not This
11.19 Why Safety Glasses

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ls, Hook and Line Fishing, Safe Use of Pesticides, etc. Complete set [95] $4.75)
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11.1 Water Safety Posters

DIRECTOR, HEALTH EDUCATION, ANTI-TUBERCULOSIS LEAGUE OF KING COUNTY, 5 WASHINGTON 98101

11.2 Pedestrians--Grow Up and Live
11.3 Steps to Home Safety

12.0 MISCELLANEOUS--COMMERCIAL

12.4 Northern Pacific RR Safety Handbook (form 54). December, 1959

13.0 NATIONAL BOARD OF FIRE UNDERWRITERS, 85 JOHN STREET, NEW YORK 38, NEW

13.1 Careless Family

SAFETY AND HEALTH SERVICES, EMPLOYERS MUTUAL, WAUSAU, WISCONSIN

13.6 Family Driving Agreement
13.7 The Art of See-Manship
13.12 Vacations

FRANKENMUTH MUTUAL INSURANCE COMPANY, FRANKENMUTH, MICHIGAN

13.3 Sports and Driving Quiz

FARM BUREAU INSURANCE COMPANIES, 246 NORTH HIGH STREET, COLUMBUS 16, O SAFETY COUNCIL

13.2 Your Child's Safety

ee local directory or write Seattle-King County Chapter, 2106 2nd Avenue,

ATION, ANTI-TUBERCULOSIS LEAGUE OF KING COUNTY, 5118 ARCADE BUILDING, SEATTLE,

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afety Handbook (form 54). December, 1959

E UNDERWRITERS, 85 JOHN STREET, NEW YORK 38, NEW YORK

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E COMPANIES, 246 NORTH HIGH STREET, COLUMBUS 16, OHIO OR SEATTLE KING COUNTY

PRUDENTIAL LIFE INSURANCE COMPANY, PUBLIC RELATIONS AND ADVERTISING, PRUDENTIAL SQUARE,
P. O. BOX 2314, LOS ANGELES, CALIFORNIA 90054

13.4 Make Your Home Safe For Your Children

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Breckenridge, Marian E. and Murphy, Margaret N. GROWTH AND DEVELOPMENT
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Fodor, John T. and Dalis, Gus T. HEALTH INSTRUCTION: THEORY AND APPLI
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966
conceptions About Health Among Children and Youth". November, 1962
ations of Behavioral Studies for Health Education". January, 1963
Thoughts About Young Teenagers". November, 1965

CODE FOR FILM AND FILMSTRIP COMPANIES

ACS
American Cancer Society
King County Unit
119 West Harrison Avenue
Seattle, Washington 98119
AT 4-7993

ADA
American Dental Association
222 East Superior
Chicago, Illinois

Aetna
Aetna Life Insurance Company
151 Farmington Avenue
Hartford, Connecticut 06115
(pamphlets and films on safety:
samples only)

Alm
Almanac Films
29 E. 10th Street
New York, New York

AMA
American Medical Association
Department of Community Health
and Health Education
535 North Dearborn Street
Chicago, Illinois 60610

ARC
American National Red Cross
Seattle-King County Chapter
2106 Second Avenue
Seattle, Washington
AT 4-7993

ARF
Arthritis & Rheumatism Foundation
1900 Fifth Avenue
Seattle, Washington

Assoc
Association F
25358 Cypress
Hayward, Cali

ATS
American Temp
6830 Laurel S
Washington 12

Avis
Avis Films, I
2408 West Oli
Burbank, Cali

BC
Borden's Comp
Public Relati
350 Madison A
New York, New

Bell
Film Library
Public Relati
Pacific North
Exchange Buil
Seattle, Wash

BF
Bailey Films,
6509 DeLongpr
Hollywood, Ca

Cahill
Charles Cahil
P. O. Box 322
Hollywood, Ca

Cenco
Cenco
1800 Foster
Chicago, Illi

CODE FOR FILM AND FILMSTRIP COMPANIES

Assoc	Association Films, Inc. 25358 Cypress Avenue Hayward, California
ATS	American Temperance Society 6830 Laurel Street Washington 12, D.C.
Avis	Avis Films, Inc. 2408 West Olive Avenue Burbank, California 91506
BC	Borden's Company Public Relations Department 350 Madison Avenue New York, New York 10017
Bell	Film Library Public Relations Department Pacific Northwest Bell Exchange Building Seattle, Washington 98104
BF	Bailey Films, Inc. 6509 DeLongpre Avenue Hollywood, California 90028
Cahill	Charles Cahill & Associates, Inc. P. O. Box 3220 Hollywood, California 90028
Cenco	Cenco 1800 Foster Chicago, Illinois

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CF
Churchill Films
6671 Sunset Boulevard
Los Angeles, California 90028

CI
Cereal Institute, Inc.
135 South LaSalle Street
Chicago, Illinois 60603'

CMC
Center for Mass Communication
1125 Amsterdam Avenue
New York, New York 10025

Coronet
Coronet Instructional Films
65 East South Water Street
Chicago, Illinois 60601

CWSC
Central Washington State College
Office of Visual Education
Ellensburg, Washington 98926

Davis
Sid Davis Productions
1418 North Highland Avenue
Hollywood, California 90028

DPC
Dudley Pic Corporation
(Distributed by Union Pacific Railroad)

DuArt
DuArt Film Labs
245 W. 55th Street
New York, New York 10019

EBF
Encyclopedia Britannica
1150 Wilmette Avenue
Wilmette, Illinois 60091
(10316 Southeast 25th Street
Bellevue, Washington)

EGH
Eye Gate House (Film Strip)
146-01 Archer Avenue
Jamaica, New York 11435

ELA
Equitable
of the Un
Office of
Health Ed
1285 Avenu
New York,

Elkins
H.M. Elkin
10031 Comm
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FA
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United Sta
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Seattle, W
583-5300

GE
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710 Second
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435

ELA	Equitable Life Assurance Society of the United States Office of Community Services and Health Education 1285 Avenue of the Americas New York, New York
Elkins	H.M. Elkins Company 10031 Commerce Avenue Tujunga, California 91042
FA	Film Associates of California 11014 Santa Monica Boulevard Los Angeles, California 90025
FDA	United States Food & Drug Administration 909 First Avenue Seattle, Washington 583-5300
GE	General Electric Company Film Library 710 Second Avenue Seattle, Washington
GP	Gateway Productions 1859 Powell Street San Francisco, California 94133
HA	Washington State Heart Association 3121 Arcade Building (MA 3-4713) Seattle, Washington 98101
Handy	Jam Handy Organization 2821 East Grand Boulevard Detroit, Michigan 48211

Hanna
Kay Hanna, Parents Committee
Box 23
Ithaca, New York

HEW
United States Department of Health,
Education & Welfare
Office of Education
Washington, D. C.

IFB
International Film Bureau
332 South Michigan Avenue
Chicago, Illinois 60604

ILI
Institute of Life Insurance
Education Division
488 Madison Avenue
New York, New York 10019

KC
Kimberly-Clark Corporation
Educational Department TG
Neenah, Wisconsin 54956

LDR
Louis deRochemont Associates
18 East 48th Street
New York, New York 10017

LL
Lederle Laboratory
Film Library
Pearl River, New York

LLC
L.L. Cromien & Company
245 W. 55th Street
New York, New York 10019

MAP
Medical Arts Productions
P. O. Box 4042
Stockton, California

MCA
Maternity Center Association
48 East 92nd Street
New York, New York 10028
(pamphlets, posters, charts: cost)

MCG
McGraw-Hill T
330 W. 42nd S
New York, New

MFG
Medical Films
506 W. 57th S
New York, New

MH
National Asso
1211 Polk Str
San Francisco

MHFB
Mental Health
164 E. 38th S
New York, New

MLI
Metropolitan
600 Stockton
San Francisco

Moody
Moody Institu
11428 Santa M
Los Angeles,

MTP
Modern Talkin
45 Rockefelle
New York, New

NF
National Foun
307 Orpheum
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NFBC
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690 Fifth Av
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MCG	McGraw-Hill Text Films 330 W. 42nd Street New York, New York 10036
MFG	Medical Films Guild 506 W. 57th Street New York, New York
MH	National Association for Mental Health 1211 Polk Street San Francisco, California 94109
MHFB	Mental Health Film Board 164 E. 38th Street New York, New York
MLI	Metropolitan Life Insurance Company 600 Stockton Street San Francisco, California
Moody	Moody Institute of Science 11428 Santa Monica Boulevard Los Angeles, California 90025
MTP	Modern Talking Pictures Service 45 Rockefeller Plaza New York, New York
NF	National Foundation 307 Orpheum Building Fifth and Stewart Streets Seattle, Washington 98101 (MA 4-5470)
NFBC	National Film Board of Canada 680 Fifth Avenue New York, New York 10019
NorF	Norwood Films, Inc. 926 New Jersey Avenue N.W. Washington, D. C. 20001

NSC
National Safety Council
425 North Michigan Avenue
Chicago, Illinois 60611

NSMS
National Society for Multiple
Sclerosis
King County Chapter
1010 Fifth Avenue North
Seattle, Washington 98190
(AT 2-9297)

NSPB
National Society for the
Prevention of Blindness
16 East 40th Street
New York, New York 10016

NYUF
New York University Film Lab
26 Washington Square
New York, New York 10003

P
Progressive Pictures
6351 Thorn Hill Drive
Oakland, California

PF
Pfizer Medical Film Library
267 W. 25th Street
New York, New York

PH
Audio-Visual Facility
Public Health Service
Communicable Disease Center
Atlanta, Georgia 30333

PHP
Paul Hoefler Productions
Walt Disney 16 mm Films
350 South Buena Vista Street
Burbank, California 91503

Porta
Portafilms
1418 N. Glendale Avenue
Glendale, California

PPC
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P. O. Box
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PPC	Personal Products Corporation Educational Department Milltown, New Jersey
PR	Proctor and Gamble Professional Services Division P. O. Box 171 Cincinnati, Ohio 45201
RD	Robert Disraeli Films Box 343 Cooper Station, New York 10003
SCS	Soil Conservation Service Room 840, Bon Marche Building Spokane, Washington 99201
SDA	Washington State Dental Association 417 Grosvenor House Seattle, Washington 98101
SDC	Washington State Dairy Council 2366 Eastlake Avenue East Room 206, Aries Building Seattle, Washington (EA 3-3350)
SEF-C	Sutherland Educational Films 201 North Occidental Road Los Angeles, California
SEF-NY	Sterling Educational Films, Inc. 241 East 34th Street New York, New York 10016
SF	Stanton Films 7934 Santa Monica Boulevard Los Angeles, California 90046
SKSC	Seattle-King County Safety Council 715 Third Avenue (MA 2-1670) Seattle, Washington 98104

Squibb
E.R. Squibb & Sons
745 Fifth Avenue
New York, New York 10022

SRP
Stewart Reynolds Productions
195 South Beverly Drive
Beverly Hills, California

SSC
Washington State Safety Council
General Administration Building
Olympia, Washington 98501

SVE
Society for Visual Education, Inc.
1345 Diversey Park
Chicago, Illinois 60514

TL
Director, Health Education
Anti-Tuberculosis League of King County
5118 Arcade Building
Seattle, Washington 98101

UC
University of California
Extension Media Center
Film Distributing
Berkeley, California 94720

USDA
United States Department of Agriculture
and Human Nutrition Research Division
Washington, D. C. 20402

US
University of Washington
Film Center
Seattle, Washington 98105

UWF
United World Films, Inc.
221 Park Avenue South
New York, New York

VM
Viking Motion Pictures
Public Relations Department
466-25th Street
Hermosa Beach, California

WCTU
Women's
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WCTU
Women's Christian Temperance Union
Union Federal Savings Building
Seattle, Washington
(MA 2-4660)

WD
Walt Disney
800 Sonora Avenue
Glendale, California 91201

WDC
Washington Dairy Council
2366 Eastlake Avenue East
Room 206, Aries Building
Seattle, Washington 98102
or
323 Peyton Building
North 10 Post Street
Spokane, Washington 99201

WFP
Wexler Film Products
801 N. Seward Street
Los Angeles, California

WSH
Washington State Department of Health
Public Health Building
Olympia, Washington 98501

WSU
Washington State University
Audio-Visual Center
Pullman, Washington 99163

WTA
Washington Tuberculosis Association
230 Securities Building
Seattle, Washington 98101

WTS
Washington Temperance Society
Arcade Building
1319 - 2nd Avenue
Seattle, Washington 98104

WU Wayne University
Auditory Production Center
Detroit 2, Michigan

YAF Young American Films
330 W. 24th
New York, New York

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LOUIS BRUNO
SUPERINTENDENT OF PUBLIC INSTRUCTION
OLYMPIA